This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

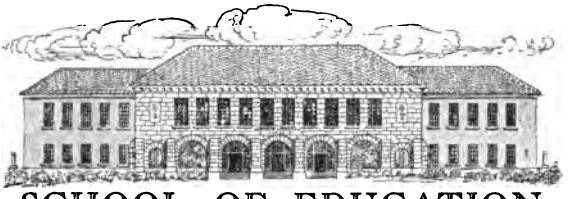
About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

Stanford University Libraries
3 6105 006 534 825

LIBRARY OF THE
Leland Stanford Junior University

NOT TO BE TAKEN OUT OF THE LIBRARY



SCHOOL OF EDUCATION
LIBRARY

85751

THE

CALIFORNIA TEACHER:

A JOURNAL OF

SCHOOL AND HOME EDUCATION,

AND ORGAN OF THE

DEPARTMENT OF PUBLIC INSTRUCTION.

Resident Editors:

JOHN SWETT, GEORGE TAIT,
SAMUEL I. C. SWEZEY.

Volume I.

FROM JULY, 1863, TO JUNE, 1864.

SAN FRANCISCO:
PRINTED BY TOWNE & BACON, BOOK AND JOB PRINTERS.
1864.

LIBRARY
OF THE
LELAND STANFORD JUNIOR
UNIVERSITY.

A.5802

CONTRIBUTING EDITORS.

SPARROW A. SMITH	Sacramento.
J. C. PELTON	San Francisco.
N. PURLONG	Sutter County.
D. C. STONE	Marysville.
A. H. GOODRICH	Forest Hill.
T. J. ALLEY	Petaluma.
C. J. FLATT	Benicia.
W. C. DODGE	Sonora.
W. E. MELVILLE	Nevada Ter'y.
JOSEPH HOLDEN	Stockton.
R. THOMPSON	Mokelumne Hill.
M. A. LYNDE	El Dorado Co.
J. B. McCHESNEY	Nevada County.
J. J. BOWEN	San Jose.
DANIEL WOOD	Tulare County.
JOHN BAGNALL	Colusa County.
WILLIAM WHITE	Santa Cruz.
E. F. DUNNE	Star City, N. T.

CONTENTS.

Advice to a Student..... 20
Algebraic Subtraction 110
Attendance of the Sexes in our Schools (N. Y.)..... 143
American Institute of Instruction 144
American Educational Monthly...171, 222 280, 283, 312
An Algebraist in Trouble..... 186
Arithmetic 198
Agassiz's Method of Study in Natural History 199
A Letter from Zekiel Stebbins... 204, 223
Alameda 220
A Pinch of Snuff 221
Alcott's Hospital Sketches..... 224
Ansted's Great Stone Book of Nature. 226
Art of Conversation..... 288
American Literary Gazette 288
Answers to Problems 313

Blackboard Paint..... 76
Bowen, J. J. 97
Barker, T. C..... 98
Botany 131, 171
Back Numbers 147
Bancroft's Diary for 1864..... 148
Bancroft's Map of the Pacific States.. 175
Burton's Helps to Education..... 199
Bancroft's Hand-Made Papers 200
Burgess' Slate-Pencil Sharpener 218
Brooklyn 218, 282
Bancroft's Hand-Book Almanac for 1864 224
Bancroft's Maps of California, Oregon, etc..... 226
Barometer, The..... 284
Brocken Columns..... 285
Browning's Tordello, etc..... 318

Beecher's (Chas.), Autobiography, Correspondence, etc., Lyman Beecher 285
Brightwell's Annals of Industry and Genius..... 287
Bulwer's Caxtoniana 288
Bancroft's Map of Humboldt 311
Butte County..... 312
Benicia Collegiate Institute..... 312
Books, Mortality of 312

California Educational Society. 4, 83, 136
County Institutes..... 12, 139
County Institute, Bay District 71, 93, 221 229
Sonoma County 119
Napa and Solano ... 119
Sacramento 137, 279, 311
Yolo 137
Shasta..... 168
Placer..... 219
County Sup'ents, Reports of..... 38, 39
Instructions to.. 39, 220
Nominations for.... 75
List of..... 167
Salaries..... 217, 278
Postage and Express 277
Concerning Common Sense in Teaching 29
Correspondents, To..... 26, 97
Correspondence..... 122
Correction (Napa *vs.* Solano)..... 145
College of California..... 93, 198, 218
Carlton, H. P. 98
Chinese School 52
Certificates Issued 42
Corporal Punishment in Schools..... 146
Charleston Harbor, Distances in..... 147
Collins, John A..... 147
Course of Study for Unclassifi'd Schools 149

Counties of California, Signification of Names 159
Classics, Studying the, in Schools 183
Canada, Education in Upper..... 194
California, Thirteenth Annual Report Superintendent Public Instruction 226 277
Conness on Public Schools..... 262
California Teacher selected by Superintendent under Law of 1864 272
California Teacher, A Talk About.... 309

Drawing..... 64
Definitions, Object of 87

Eastern Educational Journals 25, 251
Editorial Change..... 71
Eaton's Arithmetic..... 100
Education, Progressive Developm'nt in 116
Estimate of Teachers in 16th Century 146
Elme's Classic Quotations 147
Estvan's War Pictures from the South 148
Examination of Teachers (Indiana)... 168
El Dorado County 249

Free Schools 155
Farmers and Education..... 162

Grammar, What is? (By J. S. Hittell) 16
Guyot's Wall Maps..... 27, 124
Good Reading after the Oath 48
Grammar 59
Geographical Origins. (By J. E. Gordon) 91
General Exercises 96
German Schoolmasters, Conference of 96
Greene's Grammar..... 99
Grammar, English. (By D. C. Stone) 101
Greenbacks 123
Governors Stanford and Low on Public Schools 165
German Schools. (Jewett) 172
Gala Days. (Notice of) 175
Gratifying..... 311

Home and Colonial School, London .. 69
Holbrook, T. W. J..... 97
Holmes' (Mrs. M. J.) Marion Grey... 100
Hawes, Senator..... 166
Hawthorne's Our Old Home..... 176
Hooker's Natural Philosophy 176
Heat considered as a Mode of Motion (By Geo. W. Minns) 177
Holmes' (O. W.) Soundings from the Atlantic..... 225
Household Friends..... 226
Hooker's Chemistry..... 228
Harpers' Magazine..... 256
How a President is Nominated and Elected 263
History and Physiology 274
Haskin's French and English First Book..... 287
Hand-Books for Home Improvement . 288
House of Refuge, New York 316
Hints to Parents..... 306
Harper's Magazine..... 318
Hafnia 317

Introductory..... 1
Illinois State Teachers' Institute.. 27, 250
Indiana, Resolutions of State Association..... 99
Industrial School, Christmas at the... 193
Illinois Teacher..... 195
Ingelow's (Jean) Poems..... 227
Infantry Tactics for Schools..... 227
Industrial Biography..... 320

Kindergarten School..... 130, 220, 229
Knapp's French Grammar..... 225
Kimball's "Was He Successful?".... 225
King, Rev. Thomas Starr..... 248, 308

Littlefield, J. D. 97
Legislative Committee on Education.. 170
Longfellow's Tales from a Wayside Inn 225
Literary Man, The..... 236
Last Charge, The..... 240
Littell's Living Age 256, 311

Michigan, Supt's Annual Report..... 27
Mind, The Study of..... 89
Missing Numbers of The Teacher.... 97
Maine Teacher..... 174
My Farm of Edgewood..... 175
Marks, Bernhard 196
Morrill, Lieutenant J. C. 197
Married..... 197
Mining and Scientific Press..... 200
Mothers, a Word to..... 201
Mathematical Problems..... 246
Massachusetts State Teachers' Assoc'n, 252
Mechanics' Institute 317

Newspaper Exchanges..... 25
Notice to Publishers..... 26
National Teachers' Association.. 112, 136
N. Y. Teachers' Association (July)... 120

New York, Condition of Education in, 140
Nevada 171
"Nuicence," A..... 171
Napa County..... 174
Noyes' The Bivouac and The Battle-Field 176
Notes and Queries..... 213
Napa City..... 220
Napa County..... 249
St. Helena..... 279
Northern Monthly 315
New Jersey State Normal School.... 316
National Almanac 320

Oath of Allegiance 50, 145, 313
Oregon State Teachers' Institute (Aug.) 71
Oakland..... 75, 281
Order..... 133
Our Language..... 141
Oregon State Educational Association 173
Old Helmet, The..... 224
Oroville..... 279
Obituary. (County Sup't Robbins)... 280
Ora, the Lost Wife 288

Problem for the Boys 97
Pacheco..... 98
Primary Schools 125
Physical Training..... 132, 257
Pennsylvania, State Teachers' Association 142
Pay your School Tax without Grumbling..... 146
Pacific Monthly..... 146, 174
Placer County..... 173, 282
Personal ("Put"..... 192, 222
Petaluma..... 194
Personal (Mr. Bush)..... 198, 280
Philbrick's Primary School Slates 226
Phillips' (Wendell) Speeches and Lectures 228
Perceptive Faculties, The 232
Prime's Five Years of Prayer with the Answers 286
Potter and Hammond's Copy Books.. 288
Physiology in Schools..... 317

Quackenbos' Grammar..... 27
Questions for Written Examinations.. 275

Rockville, Solano County..... 98
Reese River..... 147
Religious Exercises in Schools 156
Random Criticisms..... 161
Ray's Mental Hygiene 199
Richter's Levana, or The Doctrine of Education 200
Reading, Low..... 216, 239
Reid's Croquet 224
Recitations, Manner of Conducting .. 240
Reade's Very Hard Cash..... 256

Spelling..... 10, 188, 189, 237
State Board of Examination 21, 247, 274
State Series of Text-Books.. 22, 191, 273
State School Tax, Petition for..... 24
State Teachers' Institute..... 26, 147
State Normal School, 26, 28, 45, 74, 122 137, 193, 218, 274, 280, 314
Subscribers to the Teacher..... 28, 174
School Reports 37
School Census Marshal..... 38
State Diploma, Term of..... 41
State Reports, Mass., Ohio, Ill., & N. J. 42
State School Tax..... 43, 198, 217
Ohio Ed., Mon'y, on 44
School Fund, Semi-Annual Apportionment 44, 45, 139
San Francisco, Good for..... 50
Schoolmasters Abroad..... 50
San Francisco, the Fourth in..... 51
Eleventh Annual Report of City Sup't 51
Teachers' Inst. (Aug.) 72
Public Schools 73, 193, 249
School, Census of..... 74
Santa Clara..... 75
Separation of the Sexes..... 95, 120
Story of School 117
Study, Hours of..... 135
San Francisco City Normal School.. 138
Report on Examination of Primary Schools (Nov.)..... 142
Self-Control 152
Spelling Lessons..... 164
Sacramento Teachers..... 169
San Francisco High School..... 171, 190
Sonoma County..... 194
Sonora 196
San Jose..... 197
Situations Wanted..... 197
State Polytechnic School..... 211
Santa Cruz..... 218
Schools, Unclassified..... 222
Student and Schoolmate..... 223
Sherwood's Spellers..... 224
Sala's Breakfast in Bed..... 226
School Law, (1864)..... 242, 271
Ayes and Noes on..... 247

San Francisco, Boys' High School.... 251
San Francisco, Boys' High School, Report on, to Board of Education 265
School-Houses, New 278
Sacramento City Schools 278
Smith's (J. Hyatt) Gilead..... 286
School Forms and Blanks..... 311
School Records 316
School, Regulations for a Public..... 304
State Normal School 314
School Teachers' Oath of Allegiance. 313
School Law 312
Sacramento County Institute..... 311
School Economy..... 319

The Brave at Home..... 20
Teachers, Applications for 23
Trustees, Reports of..... 40
Instructions to 41
Rights of, (Vermont Supreme Court Decision)..... 44
State Superintendent's Circular to 52
Teaching Principles..... 53
Teachers, Examination of 57
Authority of 61
Examination and Election of, in San Francisco (Report to Bd. of Education) 66
Teacher, Natural Qualifications of the True..... 77
The "Coulds" and the "Woulds"... 81
Thackeray's (Miss) Story of Elizabeth 100
Trustees, District School 128
Teaching, Rules for..... 160
Teacher's Trust, The..... 170
The Old Dominion..... 219
The Youngest Soldier in the Army of the Cumberland..... 221
Thackeray's Roundabout Papers..... 255
Titcomb's (Timothy) Letters to the Jones' 286
Thompson's The Mercy Seat..... 288
Take Notice..... 311
Tuolumne County..... 313
Taylor's (B. F.) January and June... 319
Thomas Starr King 308
The Union 308

Upfold's Manual of Devotions..... 148
Utah..... 284
Union, The..... 308
Vassar Female College..... 147. 172
Vermont, Seventh Annual Report.... 192
Vice-President, Who is..... 194
Vermont School Journal..... 316
Ventilation 318

Wells, Wm. H..... 26
What we Intend to Do..... 47
Willson's Readers..... 48, 251
Write for the Teacher..... 49
Willson's Primary Speller 76
Winthrop's Life in the Open Air..... 100
Wiles, S. S. 120
Wisconsin State Teachers' Association 145
Wisconsin Journal of Education 172
Wine, Wool, and Stock Journal..... 176
Watsonville 197
Weiss' Life and Correspondence of Theodore Parker 287
Waste in the School Room 289

THE

CALIFORNIA TEACHER.

JULY, 1863.

Vol. I.] SAN FRANCISCO. [No. 1.

INTRODUCTORY.

THE CALIFORNIA TEACHER has no memory beyond this first day of July, 1863. At certain moments, as among men there comes a strange sensation of some preëxistent state, indefinite, indescribable, yet not altogether unknown, so THE TEACHER, as it wakes to consciousness to-day, does not seem to itself as entering upon a quite unfamiliar scene.*

But in this working age there is little time to philosophize upon the past. When States are forming, society meets present emergencies with present powers, little heeding what may have been the best in other times—amidst other surroundings—content if law and order be now secured.

The public schools of the State are the index of the future's history. Day by day, as the children enter upon their accustomed labors, there seems, to thoughtful observers, another presence beyond the groups that meet the eye, and another scene portraying what each of the pupils shall be in the coming years. In log huts deep down in sleepy hollows, in hill-side hovels, in modest cottage or classic hall, wherever the children and youth of the State are

* THE BOOKSELLER: A Monthly Journal of Literature and Education; San Francisco, 1860.

under instruction, THE CALIFORNIA TEACHER desires a place among the teachers, and in the families represented there. It is a high ambition thus shadowed forth. What hearts so large, what minds so capable of continued effort and far-seeing power may venture boldly on such a field?

We enter upon the year with fair prospects and strong hearts. The work before us is congenial, and worthy of the highest effort. In the forming days of this great commonwealth, when all the interests of the future depend upon the spirit developed in the youth of the State, to aid the teachers in any way is to influence for good the final destiny of men. In our monthly visits to the school-room and the family, we shall aim to foster no weakness, to encourage no vice; but rather to arouse lofty aspirations, and guide the energies that must in some way be exerted, to fitting ends.

We believe that the property of the State should educate the children of the State; that the public schools of the community should be free, and should furnish in elementary training the best opportunities, for all the children, that can be found. We shall labor to perfect the system of public instruction; to make it efficient in all its branches, from the humblest primary school to the university, which we hope to see firmly established in due time. Whatever measures seem practicable to produce a better working of these varied instrumentalities for the promotion of a sound education, we shall deem it a duty we owe the profession to advocate. THE TEACHER will be the organ of the Department of Instruction, and will thus be a necessity to the County Superintendents and Trustees of School Districts, as well as to the instructors themselves. But while the public schools are thus the primary concern of this publication, it will not be considered the best way of building them up to oppose all others. The interests of education are one. The academy and the college are in a measure dependent upon the efficiency of the public schools for their fullest usefulness, but the dependence is mutual. We may, therefore, justly expect from instructors and professors in academies and colleges the means of suggesting what is most needed for the advancement of all sound learning in the State. It would seem a truism to assert our belief that the college is an essential part of any com-

plete system of instruction, only that we have heard from various sources flippant remarks conveying the idea that the public schools in themselves are to be made all-embracing, and colleges are merely aristocratic in their aims and tendencies, a necessary evil, perhaps, as the times go, but still an evil.

The teachers of California must have their organ to make known the spirit and the purpose which characterize their teaching. Humble in its position and appearance, like the profession of which it is to be the organ, this journal aims, with such power as may be given by its supporters, to aid the future by making the schools better, the teachers more genial, contented, and wise; the pupils hopeful, manly, and happy. The young teacher will read with interest and profit the record of what has made the older brethren of the profession successful; and those who have borne the heat and burden of the day will be encouraged by seeing in these pages, from time to time, the evidences of progress which we hope they will often present in coming years. Parents, also, will be directly profited by the discussions upon the principles of discipline and culture which THE TEACHER will contain, and by the privilege of seeing their dear ones developing, through better teaching in the schools, into men and women, not merely in form but in spirit as the years go on.

The standard which we adopt in respect to communications will not be that of a Review, nor of a strictly literary magazine. No teacher need feel unable to furnish an article for publication in this teachers' organ. Yet we desire to have ideas concisely expressed, and shall not necessarily publish all the contributions we receive. Let all the teachers write, and then we may select what shall be best adapted to promote the public interest. Let the pupils write, and they may be sure their efforts will be duly appreciated by the editors of THE TEACHER.

The time has come when the Pacific Coast may justly have a voice for the world. The thoughtful minds of the Atlantic States are turned to the setting sun with wonder and with hope. A new civilization is to arise here. A new and glorious part of a great nation is beginning to live and to grow with untold energy and power. THE CALIFORNIA TEACHER has not commenced its life a day too soon for the *needs* of the land; whether the land is con-

scious of its needs is another question, which will be answered by the friends of education who read this page. If it *is* conscious of them, THE TEACHER enters to-day upon a long career; if not, the first volume must be its last until a new awakening shall come.

Meantime, we shall speak with such wisdom as may be given us, and labor on.

[For The California Teacher.]

CALIFORNIA EDUCATIONAL SOCIETY.

WE had hoped to obtain an elaborate article upon the need and the objects of this society for our first number; but, in its absence, must be content with a brief summary of the movements preliminary to the adoption of the Constitution and the election of officers, which we present in full for the information of the public.

The attention of the teachers of the State was called especially to the subject of such an organization by the "Institute Circular," issued by the Superintendent of Public Instruction in February last. We quote:

"Educational Conventions, in every part of our country, express a general desire for a distinct and definite recognition of the occupation of teaching by forms equivalent to those now existing in law, medicine, and theology. It is true, there are many who make teaching a temporary occupation, a stepping-stone to other pursuits, and there is no objection to this when they are duly qualified for the noblest of human duties; but there is a large class, becoming larger every year, who desire to make it the occupation of a life—an occupation which calls for a range of acquirements and a hight of qualification fully equal to that of the liberal professions. Professor William Russell, graduate of the University of Edinburg, formerly editor of the Massachusetts Journal of Education, and well known as one of the ablest Institute Lecturers in the United States, a man of ripe scholarship and varied acquirements, who has devoted thirty years of his life to teaching, whose name is a household word to thousands of New England teachers, in a recent report to the Massachusetts State Teachers' Association, thus speaks of this subject:

"'It is unreasonable to expect that any revolution will take place in favor of those who do not stir for their own interest. Neither the community around us, nor the State Legislature, nor that of the Union, can constitute our existing *corps* of teachers a properly organized professional body. Teachers themselves must make the move; they only can do it. Nothing is needed but that every one of our existing State or County Associations should 'of its own motion,' as the law phrases it, resolve itself from its present condition of an open to that of a close body, self-constituting, self-perpetuating, self-examining, self-licensing.

"'To constitute the occupation of teaching a regularly organized profession, any existing body of teachers has but to adopt the same course of voluntary procedure which is exemplified in the practice of those professional bodies which have already taken their appropriate vantage ground, and are respected accordingly. It is merely the fact that other associated bodies do act on this civic privilege, which constitutes medicine, law, and theology, professions, strictly and properly so called, as distinguished from other callings or pursuits. The three are sometimes denominated '*liberal' professions*, as implying a 'liberal' preparatory education; although the fact does not in all cases, or necessarily, verify the application of the term, still they are 'professions,' because those who practice them 'profess,' previous to entering on their duties, to be qualified to perform them, are examined to that effect by professional men, and if found worthy, are admitted accordingly, as members of the given professional body, and furnished with a certificate, in proper form, purporting the fact. In all such cases the procedure is that of a self-examining, self-licensing, self-perpetuating body, giving a right to the individual admitted to membership to receive the countenance and coöperation of his professional brethren, and affording to the community in general the satisfactory assurance that the candidate for professional employment is duly qualified to perform his duties. Whatever social, professional, or personal advantage, therefore, is derived from such arrangements by the members of the liberal professions, may reasonably be expected to be reaped by individuals who follow any other vocation requiring peculiar intellectual qualifications, when these individuals associate themselves for corresponding purposes of interest and general benefit.'

"Why should not the pioneer teachers of this State, in the next Institute, take measures of self-organization, self-recognition, and self-examination, and raise themselves above the humiliating necessity of submitting to an examination by members of other professions, or of no professions at all? A 'State Educational Society' could be organized by those who should pass the next examination by the State Board, those who hold diplomas of graduation from Normal Schools, and the Professors in the various Colleges and Collegiate Schools of the State. This Society could become legally incorporated at the next session of the Legislature, and other members could be admitted from time to time by passing a regular examination and receiving diplomas. Such certificates would soon be gladly recognized by unprofessional examiners (many of whom, though men of education, feel that they are not duly qualified to sit in judgment on the competency of teachers for their peculiar work) as the best possible assurance of fitness to teach. And teachers may rest assured that legislative enactments would soon follow, making such diplomas *prima facie* evidence of ability to teach in any part of the State, without further examination.

"Some such steps we are called upon to take by the large number of accomplished men and women who are entering on our vocation. We are called upon to act, not only in justice to scholarship and talent, but in self-defense against imposters and pretenders; and we may honestly avow a desire to exclude all who unworthily or unfitly intrude themselves into the noble office of teaching.

"A 'State Society' would unite the teachers of our State in the bonds of fraternal sympathy; a certificate of membership would entitle the holder to the aid of members in all parts of the State; it would be a passport of employment when he should change his residence; it would entitle him to the substantial benefits of

an honorable reception among all teachers; and a small annual membership fee would soon constitute a fund for the establishment of a 'Teachers' Journal,' as the organ of the Society."

At the Institute held in May, a committee was appointed upon the formation of a State Society. This committee, through its chairman, Mr. Theodore Bradley (of the Denman School, San Francisco), made a preliminary report, from which we select the following passages:

"To elevate the office of the teacher to the rank of a profession is not only desired by every friend of Education, but believed absolutely essential to obtain the full advantage of our school system. But the question has ever been, how may this be best accomplished? Normal Schools, Model Schools and State Institutes have their use, but they do not directly tend to establish a profession. To establish this there must be a union of effort, a uniformity of procedure, a unanimity of opinion that those institutions cannot furnish.

"To constitute a profession, there must be some fixed conditions of admittance to its privileges and honors, recognized by its followers and the community. Those conditions should be determined by the members of the profession. There should be steadfast adherence to these conditions by members, and all efforts to break through them should be met by their united, vigorous opposition. Finally, those conditions should be imposed by some public authority—as by charter.

"Now, to constitute a teacher, there must be a certain degree of knowledge, certain qualifications of character, and a certain time of experience. Without all these in good measure, no person is a teacher. In professions, the time requisite for preparation secures them from being made stepping-stones. So should it be with us."

The agitation of the matter in the Institute resulted in the appointment of a meeting in the committee room of Platt's New Music Hall, to be held immediately after the formal adjournment of the Institute on Saturday, May 9th, 1863. All gentlemen who favored the organization of a professional society of teachers were invited to be present. At that meeting Mr. Bradley was appointed chairman, and Prof. Swezey, secretary, *pro tem.* The objects of the meeting were formally announced from the chair, and much discussion ensued upon various questions concerning members, objects, ways, and means, etc., in which Messrs. Bradley, Pelton, Tait, Stratton, Thompson, Swezey, Graham, Myrick, Swett, Goodrich, White, and Josselyn, took part. A committee, consisting of Messrs. Bradley, A. Holmes, Swezey, Pelton, and Marks, was appointed to draw up a Constitution, and certain instructions were proposed for guidance therein. Mr. Thos. S. Myrick was appointed

corresponding secretary, *pro tem.* until the complete organization of the proposed society, and was authorized to sign the names of gentlemen then present who might be absent when the Constitution should be ready for signature. An adjournment for one week followed.

The second meeting for organization of the State Society was held in the High School building, in San Francisco, on Saturday evening, May 16th. Ellis H. Holmes was appointed chairman, and Bernhard Marks, secretary. Mr. Bradley, from the Committee on Constitution, presented a well-considered instrument, which was received, and the committee discharged. The proposed Constitution was then taken up, article by article, and received a very thorough discussion through this and three succeeding weekly meetings. Full reports have been preserved by the secretary for the society, which we regret we have not space to publish in this number of THE TEACHER. At the second meeting the discussion was shared by Messrs. Bradley, Leonard, Swezey, Swett, Minns, McGlynn, Pelton, and Carlton. The principal points considered were in respect to the preamble, and the qualifications of members.

The third preliminary meeting was held at the City Superintendent's office, San Francisco, May 24th, the officers of the preceding meeting retaining their seats. After the usual reading of minutes, the discussion of the Constitution was continued; the prominent points considered being the admission of County Superintendents as members *ex officio*, the admission of honorary members, and the appointment of an Examining Committee. The speakers this evening were Messrs. Bradley, Swezey, Carlton, Tait, Holbrook, White, McGlynn, Leonard, and Keyes.

The fourth meeting was held at the City Superintendent's office, Prof. Swezey in the chair. The subjects considered were nearly the same as at the preceding meeting, and various changes were made in the articles adopted. The speakers were Messrs. Bradley, McGlynn, Pelton, White, and Leonard.

The fifth meeting, held at the same place on the sixth of June, Dr. Dodge in the chair, completed the preliminary work, by the final adoption as a whole of the following Constitution, and the

election of officers and committees under it. We shall hear more of this society during the year; and we believe it will be seen in due time that no more important step than this has ever been taken by the teachers of any State towards the elevation of their work to an equality with the other professions.

CONSTITUTION

OF THE

CALIFORNIA EDUCATIONAL SOCIETY.

PREAMBLE.

We, as teachers of California, in order to further the educational interests of the State; to give efficiency to our school system; to furnish a practical basis for united action among those devoted to the cause in which we are engaged, and, for those purposes, to elevate the office of the teacher to its true rank among the professions, do hereby adopt the following

CONSTITUTION.

NAME.

SECTION 1. This organization shall be known as the "CALIFORNIA EDUCATIONAL SOCIETY."

MEMBERS.

SEC. 2. The qualification of members shall be: a good moral character; three years successful experience, *one* of which must have been in this State, and ability to pass a thorough examination in Reading, Spelling, Penmanship, Drawing, Object-Teaching, Geography, Grammar, History, Arithmetic, Algebra, Physiology, and Natural Philosophy.

SEC. 3. This society shall consist of male members only.

SEC. 4. All male graduates of State Normal Schools in the United States, who have taught three years previous to their application for admission to this society, and who are residents of this State, and all male holders of State Educational Diplomas, as provided by the laws of California, shall be eligible to membership upon the recommendation of the Examining Committee.

DUES.

SEC. 5. Each member, upon his election, shall sign this Constitution, and pay into the treasury the sum of ten dollars.

HONORARY MEMBERS.

SEC. 6. Honorary membership may be conferred upon any gentleman eminent for literary attainments, or for successful service in the cause of popular education, upon the recommendation of the Examining Committee, and a two-thirds vote of the members present at any regular meeting.

EXPULSION.

SEC. 7. Any member may be expelled for unprofessional conduct by a two-

thirds vote of members present at any regular meeting; *provided*, that a copy of the charges be deposited with the Recording Secretary at least four weeks before the meeting at which the charges are acted upon, and immediate notice thereof be given to the accused.

OFFICERS.

SEC. 8. The officers of this Society shall be, a President, two Vice-Presidents, a Corresponding Secretary, a Recording Secretary, and a Treasurer, who shall be elected by ballot at a regular annual meeting, and shall hold their offices for one year, or until their successors be chosen.

DUTIES OF OFFICERS.

SEC. 9. The duties of the President, Vice-President, Recording Secretary, and Treasurer shall be the same as those usually devolving upon such officers. The duty of the Corresponding Secretary shall be to conduct the correspondence of the society under the direction of the Executive Committee.

EXECUTIVE COMMITTEE.

SEC. 10. There shall be an Executive Committee, which shall be composed of the officers of the current year, together with five other members of the society, to be elected at each annual meeting, and to hold their offices for one year.

EXAMINING COMMITTEE.

SEC. 11. There shall be an Examining Committee of three members, who shall be elected out of six members nominated for that purpose by the Executive Committee: the three nominees having the highest number of votes to be considered elected.

DUTIES OF COMMITTEES.

SEC. 12. It shall be the duty of the Executive Committee to manage the general business of the society, to examine the accounts of the Treasurer, and audit all claims upon the treasury.

It shall be the duty of the Examining Committee to inquire into and determine upon the qualifications of candidates for membership, and to report to the society at its next regular meeting.

VOTING.

SEC. 13. All voting upon admission to the society, or upon matters pertaining to the provisions of this Constitution, shall be by ballot.

SEC. 14. A two-thirds vote of members present at any regular meeting shall be sufficient to elect a candidate proposed by the Examining Committee.

PROXY.

SEC. 15. Members may vote either in person or by proxy; *provided*, that the proxy be made known in writing to the Recording Secretary.

MEETINGS.

SEC. 16. There shall be a regular annual meeting of the society on the third Saturday of May in each year, in the city of San Francisco, or at such other time and place as may be appointed by the President with the consent of the Executive Committee; but, in case a quorum be not present at that time, the officers shall hold over another year, or until their successors be chosen.

SEC. 17. There shall be a meeting of the society at least once in three months, for the purpose of promoting the interests of Education in all its departments.

The exercises at these meetings may be determined by the President in conjunction with the Executive Committee.

CHARACTER OF DISCUSSIONS.

SEC. 18. No political or sectarian discussions shall be allowed in the meetings of this society.

ASSESSMENTS.

SEC. 19. Assessments may be made from time to time at any regular meeting by a two-thirds vote of members present.

DIPLOMAS.

SEC. 20. Every member of this society shall be entitled to a diploma in such form as the Executive Committee shall decide upon, and under the official seal and signature of the society; but no diplomas shall be issued to honorary members.

AMENDMENTS.

SEC. 21. After the close of the second annual meeting of this society, this Constitution shall not be altered or amended, except by a vote of three-fourths of the members present at an annual meeting, and after one month's previous notice in THE CALIFORNIA TEACHER, or some other suitable medium.

President—JOHN SWETT.
Vice-Presidents—THOMAS S. MYRICK, D. C. STONE.
Corresponding Secretary—T. C. LEONARD.
Recording Secretary—BERNHARD MARKS.
Treasurer—J. C. PELTON.
Executive Committee—The officers of the society, and Messrs. SWEZEY, STRATTON, MCGLYNN, WHITE, and GOODRICH.
Examining Committee—Messrs. SWETT, TAIT, and LEONARD.

[For The California Teacher.]

A FEW HINTS ON SPELLING.

As spelling constitutes one of the chief studies in our schools, and one which is pursued through nearly all the grades, it is evidently recognized as one of no small importance. Moreover, the practical necessity of spelling is felt by all after their school days are over, whatever may be their occupation in life; and yet how often do we find errors in spelling even over the signatures of teachers themselves!

It is true that much of the misspelling which is so common is to be attributed to the anomalous structure of the language itself; but there is no doubt that there would be much less were a more rational system of teaching this branch more generally in vogue.

To apply the common sense principle to this (as it should be applied in teaching all branches), the intelligent teacher should ask himself—*Ad quid?* To what end? What is the purpose or object of learning to spell? It will not certainly be said: "In order to speak correctly," for many pronounce very correctly words which they are unable to spell. What then? Why, *to write correctly*, will be the reply. The word *spell*, in our English sense, is used in few languages besides. In other European languages instead of saying "How is that word spelled?" they say "How is it *written?*" "It is *written* in such a way." Here we have almost the sole practical use of spelling—that is, knowing the letters which compose a word and their arrangement. Naming aloud the letters, as a guide to pronunciation, must be admitted to be a very poor one in our language. Oral spelling should be chiefly, if not entirely, phonetic—analyzing the spoken word into its component sounds. Orthography, which means the science of *writing correctly*, should be taught mainly by the use of the pencil or the pen. I need not enlarge upon this point, as your thoughtful readers, who will reflect upon the subject, will, I think, acknowledge the correctness of these principles and readily see their practical application.

There is one other matter in connection with this subject which I propose to notice. It is the practice of assigning to children for a spelling lesson some words of whose meaning they have not the most remote idea, and others for which they may have no practical use in a lifetime. Now, assigning words whose meaning and use are unknown, is, according to the principles already laid down, scarcely less unreasonable than it would be to assign French or Italian words. These words may be learned for the recitation, but they will not be long remembered. The order of nature is that the *word itself* be first known—its spelling or orthography afterwards. And that a word may be properly understood, a mere definition does not always suffice. Its use must be illustrated, and here the value of dictation exercises is manifest. I would commence with words of familiar use—words which children use themselves, and which they will frequently be found to misspell, and thus proceed from the known to the unknown.

But I have already, I think, occupied enough space for a *short*

article, and must therefore close for the present. I would be glad if this little communication would be the means of drawing out something from wiser and more experienced pens upon a very practical and interesting subject.

Yours, OMEGA.

SAN FRANCISCO, June 9th, 1863.

[For The California Teacher.]

COUNTY INSTITUTES.

THE idea of County Institutes is too well known to require illustration at our hands; but at this season of holding them it is expedient, perhaps, to devote a few moments to the subject.

We well remember the first Institute we had the privilege of attending. The presiding genius was a gentleman who claimed, as one of the most enduring grounds of his fame, to be the originator of the idea, and the first one to carry it out in practice. A valuable little contribution to the history of education was given by him in a small volume, published under the title of "Teachers' Institutes," we think about 1846, in which Prof. Steph. R. Sweet—the name, and especially the "Prof." sounded very large to us in those days!—narrates what was done in the earliest years of the enterprise, and notes the various Institutes that had been held up to that time. We regret that in our wanderings the work has slipped from our library, for the suggestions of that early day, and the order of exercises proposed, are equally applicable in the Institutes of the current year.

A Teachers' Institute was called in the early days, after the more enduring institution for professional teaching—a Normal School. The time they were held varied from two to four weeks; and the marvelous reports of their efficiency which were spread through the rural districts called many to become members who had no special intention to become teachers. It was currently reported that one could learn as much in two weeks at one of these "Normal Schools" as he could anywhere else in two years. We are inclined to doubt

as to the quantity, but not as to the quality or utility, when we recall the character of the teaching to which we had been accustomed. The thought of the present writer was led into a new field by such gatherings of teachers, under wise superintendence, for improvement in the school-room work.

A County Institute differs from a Convention. The experience of teachers at the East for the most part demonstrates that there should be one recognized head of instruction, who had best be from another county; and that the County Superintendent should always be present, giving the Institute his wisdom and sanctioning its instructor with his approval. The exercises of the day should be simply drilling in the branches to be taught in the public schools, and they should be regarded strictly as school exercises. The instructor considers himself as he would before a school or college class, and the teachers are resolved into members of such a class once more; only retaining their professional character so far as to frown upon any deportment among their number that they would object to in their own school-rooms. The instruction, of course, is given with reference to the character of the class, as in a State Normal School; though varying from that, as it must, on account of the limited time to be allowed. The evenings are usually given up to lectures or discussions upon subjects likely to aid in the professional work. This may be somewhat tedious to experienced teachers, yet is useful even to them, while to the uninitiated it is invaluable.

We have mentioned that the instructor of an Institute had best be from without the county. We suggest this not only for the reason that thus any jealousies towards the brother teacher from the ranks are avoided, but that the instructors may become acquainted with each other. In this State we are not aware that any gentlemen are especially regarded in the light of Institute instructors, who may be engaged months beforehand, and whose business becomes thus that of educating and developing teachers. At the East, however, without intention, such a class has arisen. The Principal is secured by the officers, paid liberally, and is held responsible for the quality of his work. He has thus an inducement to fit himself by actual study, and by experience to make

each Institute better than the one preceding. The State of New York has recently appropriated $10,000 for the support of the County Institutes, to be expended by the Superintendent of Public Instruction. That officer has appointed as Director of the entire system, Dr. James Cruikshank, the distinguished editor of the *New York Teacher;* a gentleman whose efforts in the cause of education during the last ten years, as Institute instructor, lecturer, and writer have been unsurpassed in the profession. Dr. Cruikshank will undoubtedly bring about a harmony of action in the various Institutes unknown heretofore.

The Institute instructor will find that each county has its peculiar wants, which must be met by peculiar means; and for a time there will seem to be an utter lack of unity in the methods adopted to train the teachers for their work. But experience here, as elsewhere in human labor, enables us to generalize; from the chaotic mass, as in the early creative days, the light comes; and the light of principles is no uncertain ray. It here, as in nature, moves in *right* lines.

To make a County Institute efficient, then, we would secure first an instructor who could be trusted with the arrangement of all exercises (with the advice of the County Superintendent), and then we would have all the teachers in the county present and willing to become as little children, laying aside prejudice, pride, and passion; retaining judgment, faith, charity. If teachers come together to show off their mutual attainments; if they come together to complain of their trustees, their County Superintendent, or of their patrons; if they come wedded to any special forms of instruction or discipline, and with no disposition to take advantage of the divorce laws in such case made and provided, however easily applied; if, in short, they come together as grown-up *schoolmasters* and *schoolma'ams*, accustomed to be regarded as oracles and ready to accept every careless word as an affront to their dignity, the County Institute will fail, indeed, to accomplish all its true ends; but even then it will not have been held in vain. Theologians tell us to go sometimes into graveyards to become realizers of what our earthly life essentially is, to humble our pride, to make us wiser and better men. We have thought a visit to certain schools we have

known would answer the purpose equally well; and when an Institute gathers and we find the wrong spirit prevail among the members, we have felt a corresponding diminution of our professional pride. Yet, then, there is good coming to young teachers from the Institutes, for they learn to shun the ways of the ancient rulers of school-houses, where the ways are bad; and are by so much benefited. How often are we told what things are not, before we are told what things are!

It is difficult, and perhaps would be unwise, to append what should be considered a fair specimen of an Institute programme, for every locality must have its circumstances taken into account by the instructor. Whatever order of exercises be adopted should be announced at least one day in advance, and posted where all can see it. Time and system are the two essentials to be cared for in an Institute. Let no time be lost, and let it be an extreme case when exercises are varied from the pre-arranged plan, except with a song, or some enlivener of that sort as a kind of surprise. Let the room, so far as possible, be arranged as a model, and the exercises throughout be made beautiful by the exhibition of the highest spirit of the true teacher.

We trust that an Institute will be held in every county of the State where there are ten teachers. One week will be better than nothing, and will not be very expensive. As the objects of a State Institute differ from those sought in the various counties, the course to be pursued should differ in the lesser bodies. In the former the masses have to be moved; in the latter we wish to act upon individual natures more.

We close, for the present, by quoting from the last annual report of the State Superintendent of New Jersey, Hon. F. W. Ricord, upon the subject under consideration:

"During the past year Teachers' Institutes have been held in every county. I am more confident than ever that great and good results cannot fail to attend the means afforded by Teachers' Institutes for advancing the cause of public instruction. Although but a small portion, comparatively, of the people of the several counties are directly reached through them, their influence is felt far and wide, and they serve to increase every year an interest in our schools, and to elevate the standard of education among us. Opposition has been sometimes manifested towards them, but it proceeds, generally, from jealousy or misapprehension. In every place in which one is held, a wish is invariably expressed that another may

be held there during the year ensuing, and the people of the vicinity generally find in the benefits resulting from it a subject for congratulation. It is to be regretted that in two or three instances the Institutes were not as well attended as they should have been; but the average attendance has been larger than I have known it to be during any previous year. In one county numbering more than a hundred teachers, all were present with the exception of three, and in this county the attendance had never before, to my knowledge, exceeded forty. In several counties the attendance, on the part of teachers, was from fifty-five to eighty-five per cent., and it would have been still greater had the district trustees, in all cases, consented to close their schools. This increased attendance is the result of efforts which I have made in the several counties, personally, and by means of letters and circulars. It requires time to carry out successfully the plan by which I propose to secure, as much as possible, of the good that can be derived from these associations; and I hope, at the close of another year, to be able to report still greater gains."

I——.

[For The California Teacher.]

WHAT IS GRAMMAR?

BY JOHN S. HITTELL.

WHAT is grammar? Webster defines it as "the art of speaking a language with propriety or correctness." Worcester says grammar is "the art of speaking a language with propriety or correctness." Goold Brown, who has written the largest of the English grammar books, says English grammar is "the art of reading, writing, and speaking the English language correctly." It is not necessary to quote further. I have examined a number of grammars and dictionaries in English, French, German, and Spanish, including works sanctioned by the Academies of France and Spain, and in all of them I find grammar defined as the art of using language correctly. I shall now endeavor to show that this definition is incorrect, confining myself to the English word "grammar."

The standard of correctness of language is not the assertion of the lexicographers or grammarians, though repeated through twenty centuries, but the present usage of educated men. The common definition asserts that grammar teaches everything necessary to a correct use of language. I say it does not. I give some examples.

1. As to spelling. I spell "gem" with a "j," in the sentence "This is a jem." That is bad English, but good grammar. All

our grammarians, or nearly all, say that orthography is a part of grammar; but no grammar book is an authority in regard to spelling; none teaches us to spell; and universal usage setting the empty statement of grammarians at defiance, treats orthography as no part of grammar.

2 .As to pronunciation. I pronounce "gem" as if spelled with an "i." "This is a gim." That, too, is bad English, but good grammar. Many educated Irishmen have a decided brogue; but did anybody ever say that they are therefore ignorant of English grammar?

3. As to definition. In the journals of the legislature it is often recorded that "the committee made a *verbal* report." This is bad English, but good grammar. "Verbal," which applies alike to all words whether written or spoken, is used incorrectly in the sense of "oral." Take another sentence. "The eruption of Vesuvius presented a grand *pyrotechnical* display." There, *pyrotechnical*, which properly applies only to artificial fires, is made to apply to a natural phenomenon. No grammar teaches us the error of those sentences.

4. As to the authority or existence of words. Take the sentence, "The diamond is a *joya*." That is good grammar, but bad English. *Joya* is the Spanish word for jewel, and cannot properly be used in English until sanctioned by usage. No sentence is good English that contains words which are not recognized by usage, unless they are new words introduced according to certain established rules. *Joya* does not come under that class.

Take another example. "He *absquatulated* before I could *absquatulate*." Where is the grammatical error in that sentence? Get out your books and show me the rule by which the error is proved. And yet nobody will say it is good English.

It is vain to assert that English grammar teaches everything necessary to the correct use of the English language, when we know that no grammar book is, or claims to be, an authority in regard to either the spelling, pronunciation, definition or existence of words; and universal usage treats them as matters entirely and exclusively within the domain of the lexicographer. They are therefore parts of lexicology, not of grammar.

Again, our grammar books say that prosody is a part of grammar; and I deny it. Prosody has two parts—pronunciation and versification. I have already proved that pronunciation is not a part of grammar; and if grammar relate only to the rules of correctness in language, then versification has no place. Versification relates to elegance, not to correctness—to rhetoric, not to grammar. Bad poetry may be grammatically correct.

All or nearly all grammarians, following the track of somebody who wrote in remote time, say that etymology is one of the four main branches of grammar. In the common usage of scholars, "etymology" is the genealogy or relationship of words as traceable through all parts of speech and through all languages. That is the sole meaning attributed to it by Richardson, in his Dictionary; by George P. Marsh, in his *Lectures on the English Language;* by Max Muller, in his *Science of Language;* by the *Encyclopedia Brittanica*, and by Johnson and Webster as they use the word in the introductions to their Dictionaries. With that kind of etymology, grammar has nothing to do; nor is any grammar or grammarian recognized as an authority in etymology. The rules by which the plural numbers and possessive cases of nouns are formed from the nominatives, and by which the tenses, numbers, and persons are formed from the infinitive, are not matters of etymology, but of inflection, which last with syntax, makes up the whole of grammar, as we now understand the word.

I might find any number of references to sustain my position that grammar as usually understood, does not teach the prosody, orthography, orthoepy, definitions or existence of words, but I content myself with a few quotations from our ablest and most comprehensive popular work on *The Science of Language*—that by Max Muller, who, though a German by birth, is a master of the English tongue. He does not examine the question, "What is grammar?" but in a number of passages, he distinctly conveys the idea that grammar teaches nothing but inflection and syntax; and indeed in some passages he reduces it to inflection alone. I quote from the American edition:

"The grammar, the blood and soul of the language, is as pure and unmixed in English as [now] spoken in the British Isles as it was when spoken on the shores of the German Ocean by the Angles, Saxons and Juts of the continent." p. 81.

The orthography, orthoepy, authority, definition, and etymology have been very much changed and mixed; though the inflection and syntax remain as they were.

"The Turkish language, as spoken by the higher ranks of Constantinople, is so overgrown with Persian and Arabic words that a common clod from the country understands but little of the so-called Osmanli, though its grammar [that is, inflection and syntax.—J. S. H.] is exactly the same as the grammar which he uses in his Tataric utterance." p. 83.

"Languages, however, though mixed in their Dictionary, can never be mixed in their grammar." p. 85.

"What may now be called grammar in English, is little more than the terminations of the genitive singular, and nominative plural of nouns, the degrees of comparison, and a few of the persons and tenses of verbs." p. 85.

"In ancient and less matured languages, grammar, [inflection] or the formal part of human speech, is far more abundantly developed than in English." p. 81.

"There are languages in which there is no trace of what we are accustomed to call grammar [inflection]; for instance, ancient Chinese." p. 86.

"The Chinese language, it is commonly said, has no grammar at all; that is to say, it has no inflections, no declensions and conjugations, in our sense of these words." p. 47.

"What is grammar after all, but declension and conjugation?" p. 218.

"The whole frame-work of grammar—the elements of derivation, declension, and conjugation—had become settled before the separation of the Aryan family. Hence the broad outlines of grammar in Sanskrit, Greek, Latin, Gothic, and the rest are in reality the same." p. 234.

It is not necessary for me to make any long argument to show that Muller is wrong in excluding syntax from grammar; and he must have spoken inadvertently when he said it. "Men" is the correct plural inflection of man; and "goes" is the correct inflection of the verb "to go," in the third person singular of the present tense of the indicative mood, and as the words are correctly inflected, there would be no bad grammar in the phrase "the men goes;" that is, if grammar teaches nothing but inflection.

I published the main ideas of this article in the *Daily Alta California* of the twenty-second of September, 1862, under my own signature; but I had not space then to make any quotations to support my docrine, and publication of an essay on a point of science in a daily newspaper is scarcely considered as a publication at all.

THE BRAVE AT HOME.

BY T. BUCHANAN READ.

The maid who binds her warrior's sash,
With smile that well her pain dissembles;
The while beneath her drooping lash
One starry tear-drop hangs and trembles,
Though heaven alone records the tear,
And Fame shall never know her story,
Her heart has shed a drop as dear
As ever dewed the field of glory.

The wife who girds her husband's sword,
'Mid little ones who weep and wonder,
And bravely speaks the cheering word,
What though her heart be rent asunder—
Doomed nightly in her dreams to hear
The bolts of war around him rattle,
Hath shed as sacred blood as e'er
Was poured upon the plain of battle!

The mother who conceals her grief
While to her breast her son she presses,
Then breathes a few brave words and brief,
Kissing the patriot brow she blesses;
With no one but her secret God
To know the pain that weighs upon her,
Sheds holy blood as e'er the sod
Received on Freedom's field of honor!

ADVICE TO A STUDENT.

BY CHARLES MACKAY.

Let love of books, and love of fields,
And love of men combine,
To feed in turn thy mental life,
And fan its flame divine.

Let outer frame, and inner soul,
Maintain a balance true,
Till every string on Being's lyre
Give forth its music due.

Department of Public Instruction.

STATE BOARD OF EXAMINATION.

On the first day of the session of the Institute, May 4th, the State Superintendent, who is *ex officio* Chairman of the Board, appointed the following County Superintendents members of the State Board of Examination:

A. H. Goodrich,	County Superintendent of		Placer County.
J. A. Chittenden,	"	"	Nevada County.
Rev. A. Higbie,	"	"	Napa County.
J. B. Osbourn,	"	"	Butte County.
M. C. Lynde,	"	"	El Dorado County.
Rev. B. N. Seymour,	"	"	Alameda County.
George Tait,	"	"	San Francisco.

The Board invited the following teachers to assist in the examination:

George W. Minns	San Francisco High School.
Ellis H. Holmes	San Francisco High School.
Theodore Bradley	Denman Grammar School.
Thomas S. Myrick	Union Street Grammar School.
D. C. Stone	Marysville Grammar School.
J. B. McChesney	Nevada Grammar School.

The examination was conducted in writing. The following sets of questions were used: Arithmetic, 15 questions 100 credits; Geography, 10 questions 100 credits; Grammar, 10 questions 100 credits; Algebra, 15 questions 100 credits; Natural Philosophy, 10 questions 50 credits; Physiology, 10 questions 50 credits; History of the United States, 10 questions 50 credits; Definitions, 25 words 25 credits; Spelling, 25 words 25 credits; General Questions, 15 questions 100 credits.

Two hours were allowed for writing the answers to each set, except Spelling and Definitions. The papers were designated by numbers, the corresponding names being held by the Chairman, and unknown to the examiners of the papers. Each answer of applicants was carefully examined and credited according to its merits, and the results transferred to a tabular statement. The work was completed June 10th. State educational diplomas were issued to those whose papers were credited higher than seventy-five per cent., and who had been engaged in teaching at least three years. Certificates of the First Grade

were granted to those who passed higher than sixty-five per cent.; of the Second Grade, fifty per cent.; and the Third Grade, forty per cent.

State Educational Diplomas—valid for six years—were issued to nine applicants, as follows: T. C. Barker, of San Francisco; Stephen G. Nye, of Centreville; Bernhard Marks, of San Francisco; T. W. J. Holbrook, of San Francisco; Joseph W. Josselyn, of San Leandro; Thomas Ewing, of Cacheville; William K. Rowell, of Brooklyn; Cyrus C. Cummings, of Vacaville; Edward P. Batchelor, of San Francisco.

Certificates of the First Grade—valid for four years—were issued to the following applicants: Mr. Azro L. Mann, Marysville; Miss H. C. Belcher, Marysville; Miss Mary C. Burlingame, Duroc; Mr. Wm. R. Bradshaw, Nicolaus; Mr. Robert Desty, Shasta; Miss Mary A. Casebolt, San Francisco; Miss Frances Lynch, San Francisco.

Certificates of the Second Grade—valid for two years: M. Cornelius Ralph, Sonora; A. S. DuBois, Mormon Island; Nicholas Furlong, Marysville; Miss Almira Sweetland, Petaluma; Miss Mary E. Jewett, Marysville; E. J. Schellhouse, Michigan Bluff; William H. Hobbs, Yuba City; Miss Mary A. Salisbury, Mountain View; Truman F. Bacon, San Francisco, State Normal School.

Certificates of the Third Grade—valid for two years: Frederick N. Pauly, Long Bar; William C. Dodge, Sonora; Horace Richardson, San Pablo; Wm. B. Lawlor, Prairie City; Laura T. Fowler, San Francisco; John E. Morrison, Alamo; William T. Elliott, Stockton; George W. Moore, Santa Rosa; Harriet Truesdell, San Francisco; Delos J. Van Slyke, Millville; Henry P. Stone, Soquel; Edward S. Brooks, Marysville; Mary E. Noyes, San Francisco; Sarah J. Casebolt, San Francisco; C. L. Hyde, Marysville; Henry Coley, Jackson; Mary A. Buffum, San Francisco; John C. Shipley, Windsor, Sonoma County; M. C. Baker, San Francisco; Albert Wakefield, Chico.

Whole number of certificates granted: State Educational Diplomas, 9; First Grade Certificates, 7; Second Grade Certificates, 9; Third Grade Certificates, 20: total, 45.

Ninety-five teachers registered themselves for examination; several withdrew, and others were compelled to leave the city before the close of the examination, so that only seventy-four completed their papers. Of this number thirty-one were rejected. Undoubtedly some who failed to receive certificates would pass an examination conducted orally; but the papers of most furnish conclusive evidence of a very low grade of attainments. Many of the papers of those who have received certificates give evidence of progressive scholarship and skill in teaching. It it to be hoped that some who failed this year will try it again next, and win a certificate of the very highest grade.

TEXT BOOKS—Adopted by the State Board of Education, for use in the Public Schools of California, in accordance with the provisions of section fifty of the Revised School Law:

Arithmetic.—Eaton's Primary, Eaton's Common School.

Geography.—Allen's Primary, Cornell's Primary (succeeding Allen's), Warren's Intermediate, Warren's Physical, Cornell's Outline Maps, Cornell's Map Drawing.

Grammar.—Quackenbos' English Grammar.

Readers.—Willson's Series, Willson's Charts.

The Board recommend the following additional books: Quackenbos' Natural Philosophy, Quackenbos' History of the United States, Hooker's Elementary Physiology, Calkin's or Sheldon's Object-Teaching.

Remarks.—The law requiring uniformity in text books takes effect on the first of September, 1863. The series of text books recommended by the State Teachers' Institute, held in San Francisco, May, 1863, has been adopted by the State Board of Education, with only a few slight modifications. The State Board do not intend that the adoption of a uniform series of school books shall involve any unreasonable expense on the part of parents; the whole design of the law is to save to the State some thousands of dollars annually. They therefore recommend that wherever a good series of books is now in use, such as Sargent's Readers, Thompson's or Colburn's Arithmetics, Cornell's Geographies, or Greene's Grammar, the trustees take advantage of the proviso, and ask to be exempted by the Superintendent of Public Instruction; but whenever new books are to be adopted, they must conform to the State series; and in schools where there is no uniformity whatever, the trustees are requested to enforce the adoption of the State series. Sudden changes of books are not recommended by the State Board; let County Superintendents, school teachers, and trustees act with good judgment, and the law will be found a salutary one, which will result in the permanent good of the schools. The importance of a good series of text books in school cannot be over estimated. The flippant remark that it matters not what book a good teacher uses, will not stand the test of a sober second thought; as well say that a good soldier can fight as effectively with a shot gun as with an Enfield rifle. The adoption of a uniform State series of school books will add greatly to the efficiency of the Public Schools of California.

LELAND STANFORD,
J. F. HOUGHTON,
JOHN SWETT,
State Board of Education.

DEPARTMENT OF PUBLIC INSTRUCTION, May 15th, 1863.

APPLICATIONS FOR TEACHERS. — It is particularly desirable that County Superintendents, when sending for teachers, should specify distinctly and positively what the requirements and circumstances are by which we are to be governed in selecting the candidate. Applications are often sent in this form:— "Please send us a good teacher for our school, to begin immediately; salary, $75." This is indefinite enough to puzzle the sharpest in deciding on a journey of a hundred miles. It is not stated whether a lady or gentleman is wanted; whether for primary, mixed, or grammar class; whether that salary includes

board or not; how large the school is; how advanced the pupils are: all which details are important to know, both to the teacher in going a long distance at his or her own expense, and to the person engaging such teacher. Let the statements be made so clearly that no mistake can be made, and no doubt may arise in sending a teacher.

Again: an application is often received at this office for a teacher, and the situation is filled at home, before it is possible to send one, without a word of explanation. Such things tend to create distrust, and disinclination to pay any attention to applications. The *first* request should be so explicit and full that no further correspondence need be had on the subject; and a specified time should be given to fill such request before filling it from any other source.

PETITION FOR STATE SCHOOL TAX.—In accordance with a resolution of the State Teachers' Institute, the Superintendent of Public Instruction has prepared the following form for a petition to the next Legislature. It is hoped that school officers and teachers will be active in procuring signatures in their various localities. Blank forms can be procured on application to County Superintendents or to this office.

To the Honorable the Members of the Legislature of the State of California:

WHEREAS, We believe that it is the duty of a representative government to maintain Public Schools as an act of self-preservation, and that the property of the State should be taxed to educate the children of the State; and, whereas, the present School Fund is wholly inadequate to sustain a system of FREE SCHOOLS, we, the undersigned, qualified electors of the State of California, respectfully ask your honorable body to levy a Special State Tax of half a mill on the dollar, during the fiscal years 1864 and 1865, the proceeds of the same to be disbursed in the same manner as the present State School Fund.

NAME.	RESIDENCE.

Resident Editors' Department.

EASTERN EDUCATIONAL JOURNALS.—In California we cannot get along *with* these journals, because we are so fast a people that two months back seem to place us among the antediluvians. Think of depending on the Atlantic Ocean for daily fogs, or eastern cities for daily papers—we who have fresh fogs and fresh morning and evening papers every day for ourselves! As teachers of a particular section we need, moreover, our own organ to let our distant brethren know how our work is going on, as well as to keep up the flames on our hearthstones for the general comfort of the family.

Neither can we get along *without* these journals, for in them the real life of the educational world is visible—its aspirations, methods, experiences, hopes. The living teachers of the East will recognize and appreciate our peculiar position; and we know their organs, the monthly educational journals, will welcome us from the Golden State, and bid us God speed in the common cause. Standing out here upon the Pacific strand, and working so well as we may in the forming years of the commonwealth, our hearts in unison with all the true and noble of the nation in these sad days, we think of the starry flag and the home-days at the East that the flag made safe in the olden time—of the loved scenes and the loved ones now saddened by the sounds of civil war; and we pledge our brethren there, as we speak to the various "Teachers," "School-Masters" and "Journals of Education" of New York, Massachusetts, Rhode Island, and other States, that here the nation shall still live, if earnest effort in behalf of the public schools will make the future safe.

We hope that all our teachers will take first their home organ, THE CALIFORNIA TEACHER, and then we hope they will all take at least one of the Eastern journals. We shall give details of price and address of each in due time, when our lists are perfected, and then our readers may act accordingly.

NEWSPAPER EXCHANGES.—Our prospectus has been sent to all the newspapers of the Pacific Coast. From many of them encouraging words have already been received, and to these papers we would return our thanks. We shall hope frequently hereafter, when our exchange list is perfected, to notice in the various journals of the State the interest which public schools in their localities have excited; and shall do all in our power to aid them along in every effort to advance the true education of the people. A good newspaper is really

a *teacher* for the young as well as for the old; and where newspapers are the best we most naturally look for the best schools.

To CORRESPONDENTS.—All communications, designed for notice in any number of THE TEACHER, must reach the editors before the fifth of the month preceding. We shall welcome articles, of a practical nature, from whatever source they come. Should any subscriber have in his possession *selections* which he desires to have inserted in THE TEACHER, it will cost him little to forward them with the request, which will receive at least a respectful consideration. Proceedings of Institutes, notice of changes in the location of teachers, the opening of new schools, and whatever pertains to the history of education in our State, and on the coast generally, will be valuable for us. Address "THE CALIFORNIA TEACHER, Box 1,977, San Francisco." Where answers are required before publication, inclose stamp for return postage.

PUBLISHERS OF NEW BOOKS—will confer a favor upon our readers by sending copies to THE CALIFORNIA TEACHER of such as may be either of special interest to instructors, or of general interest to thoughtful minds. In all cases it is desirable that the price be stated. Our review will note the publishers' name, the number of pages, the price, and the place where the volumes may be obtained.

STATE TEACHERS' INSTITUTE.—A full report of the proceedings of the recent Institute, together with most of the addresses delivered, will speedily be published. The volume, aside from its intrinsic merits, will be valuable as preserving for the future historian the spirit manifested by the earnest teachers of California and Nevada in these stirring days. An appendix will contain, among other things, a full report of the County Superintendents' Convention, the questions proposed by the State Board of Examination, and the names of the successful candidates for State Certificates; and a reprint of Prof. Minns' admirable address, before the preceding Institute, at Sacramento, on "Moral Instruction."

STATE NORMAL SCHOOL.—The second term of this Institution, Ahira Holmes, Principal, closed on the fifteenth of May. The week preceding was chiefly spent in an examination of the students, which was partly written and partly oral. The exercises were very satisfactory, evincing careful study and thorough teaching. The Committee of Examination, appointed by the Normal Board, consisted of State Superintendent Swett, City Superintendent Tait, and Prof. Swezey; and were assisted by the Principal and Dr. H. Gibbons.

Four young ladies received the honors of the Institution: Miss Bertha Comstock, Miss P. Augusta Frink, Miss Nellie Hart, and Miss Louisa Mails. The prospects for a large class next term are very encouraging.

W. H. WELLS, ESQ., City Superintendent of Schools, Chicago, has recently been elected member of the Illinois Board of Education for six years. Mr. W. has also been reëlected Superintendent of Schools for the city, and his salary

has been advanced to $2,500. We have, in this country, no more efficient and enlightened educator than he.—*N. Y. Teacher.*

GUYOT'S WALL MAPS FOR SCHOOLS.—The members of the State Teachers' Institute will need no reminder of the admirable map of South America which was used by Prof. Minns in his lecture on Physical Geography. A new map of the United States on the same plan will soon be published. No series of maps yet produced can be compared with these; so far as we have seen they "are first, and there is no second." Their author is justly regarded as authority in Physical Geography, and these results of his labors will increase his reputation among all teachers who can appreciate the subject.

MICHIGAN.—Much of the Annual Report of the Superintendent of Schools (Hon. J. M. Gregory), is devoted to course of study and methods of instruction. The subject of primary teaching, especially, is admirably presented, and due prominence is given to the all-absorbing topic of object-teaching. Among the improvements recommended in the school system are: 1. More effective supervision by County Superintendents in place of Town Inspectors. 2. A change in the method of distribution of the two mill tax. It is now redistributed to the districts in each town on the taxable property therein. 3. More efficient library system. 4. Normal classes in high schools and colleges. 5. Township library. 6. Codification of the school laws. Michigan has a State University organized on a magnificent scale, richly endowed, and doing effective service. Her Normal School is prosperous. The academies and colleges are reported as in a gratifying state of prosperity. There are 4,268 district schools. The number of children between five and twenty years of age is 261,323. The total expenditures for common schools during the year was $762,977 19.—*New York Teacher.*

ILLINOIS STATE TEACHERS' INSTITUTE.—In this State the Institute occupies one week. In Illinois a State Institute is to be held for at least six weeks; but let the teachers of Illinois apply themselves diligently to the work of self-improvement, and after a few years they may be able to succeed with one week's Institute as we do. Seriously, we are glad to know that Illinois is manifesting so energetic a spirit in this matter of thorough preparation for her teachers, and we look forward to the time when California can do as well.

QUACKENBOS' GRAMMAR.—This work has received almost universal commendation. It has recently been adopted for use in the public schools of Chicago, and more recently still by the State Board of Education in California, as appears from the circular of text books in the present number of THE TEACHER. Mr. Quackenbos has had remarkable success in the preparation of school books; but among them all he has produced none more satisfactory than this latest volume from his pen. The publishers have stated some of its features with a clearness and modesty rather unusual in such announcements. See advertisement.

SUBSCRIBERS TO THE TEACHER.—The result of a few efforts made by our friends to secure subscribers, has shown that the people are willing to take an educational journal, and wait only to be asked. Our very low price was fixed by the Institute Committee expressly for the purpose of bringing THE CALIFORNIA TEACHER into the hands of all who can read at all. If the members of the Institute would do their part of the work with the go-ahead, thorough spirit that belongs to our State, we might have 1,500 or 2,000 subscribers within six months. "The more, the merrier."

A lady went out the other day to procure subscribers for THE TEACHER, and sent us eleven dollars as the summing up of her few hours work; and our energetic contributing editor of Colusa County, besides inserting at his own expense a capital advertisement in the local paper announcing THE TEACHER, has sent us thirteen dollars for thirteen copies. We shall hope to receive large lists from other friends at an early day.

NOTICE.—We stop the press to announce that the Board of Trustees of the State Normal School have decided to open the next session of that Institution on Monday, August 3d. The Board of Education of this city are making arrangements to secure more desirable rooms than have heretofore been used by the school. Students should arrive in the city on the Friday or Saturday preceding, in order to avail themselves of the assistance which may be rendered for obtaining boarding-houses and rooms. We are unable at this late hour to give details. It is hoped that a prompt attendance may be given by all who desire to pursue a proper preparation for the responsible office of teacher in the public schools of California.

Department of Public Instruction.

SCHOOL REPORTS.—The Reports of Teachers, Trustees, and County Superintendents will be made this year for ten months—from Nov. 1st, 1862 to August 31st, 1863. The circular to Trustees, under the head of "Public School Teachers' Report," reads as follows: "The report this year will be made for ten months—from Nov. 1st, 1862 to *October* 31st, 1863." The error was a slip of the pen; it should read, of course, "*August* 31st, 1863." Teachers will confer a favor by making their reports promptly on the first of September. In reporting the average number belonging, and the average daily attendance, teachers, this year, are requested to make the estimates as nearly as possible. Next year the registers will report with absolute exactness.

Teachers are requested to report the following statistics: Whole number of boys enrolled; whole number of girls enrolled; total number of pupils enrolled; average number belonging; average daily attendance; per centage of attendance; total number days attendance, from register; total number days absence, from register; total number times tardy, from register; number attending school between four and six years of age; grade of school; number of classes in school; date of teachers' taking charge of school; date of teachers' leaving school; length of time the teacher has taught the same school; number of school days in school term or year; monthly salary of teacher, board included; amount of salary received from rate bills; number of volumes in school library; provided with State school register; provided with revised school law; journal of education taken by teacher; attended State or County Institute; what kind and value of school apparatus; size and fitness of school room; grade and date of teacher's certificate; text books used and studies pursued.

The following "Instructions to Teachers" are printed on the back of the "Public School Teacher's Report:"

"Teachers are required to make the within report to the District School Trustees, and to forward a duplicate copy to the County Superintendent, on or before the fifth day of September of each year, and in case of retiring from school before the close of the school year, they must furnish a full report to the School Trustees, and to the County Superintendent, for the school term during which they shall have been engaged in teaching.

"Section thirty-four of the Revised School Law reads as follows: 'SEC. 34. No teacher shall be entitled to receive any portion of the public school moneys as compensation for services rendered * * unless such teacher shall have made a full and cor-

rect report, in the form and manner prescribed by law, to the County Superintendent, and to the Board of School Trustees.'

"Section thirty-five of the School Law reads as follows: 'SEC. 35. All teachers of public schools shall keep a register of all the scholars attending such schools, their ages, daily attendance, and time of continuance at school, and such further statistics as may be required by the Superintendent of Public Instruction, and shall deliver such register, at the close of their term of employment, to the School Trustees of their districts.'

"Teachers are requested to pay particular attention to accuracy in reporting the average number belonging to school, the average daily attendance, and the per centage of attendance, in the form and manner prescribed in the State school register."

SCHOOL CENSUS MARSHALS.—The following statistics are required to be reported by the School Census Marshals: Names of parents or guardians; number of boys between 4 and 18 years of age; number of girls between 4 and 18 years of age; total number of white children between 4 and 18 years of age; number of white children under 4 years of age; number of white children between 18 and 21 years of age; number of white children under 21, born in California; number of children between 4 and 6 years of age; number of children between 4 and 6 years of age attending public schools; total number of children reported as attending public schools; total number of children reported as attending private schools; number of children between 6 and 18 years of age not attending any school; number of Indian children; number of Mongolian children; number of negro children; number of deaf and dumb, irrespective of age; number of blind, irrespective of age.

REPORTS OF COUNTY SUPERINTENDENTS.—The following report is required of County Superintendents: Report of the County Superintendent of Public Schools to the Superintendent of Public Instruction, for the county of ———, from September 1st, 186–, to August 31st, 186–, inclusive. Name or number of school district. Name, or number, and grade of school. *Statistics from returns of School Census Marshals:* Number of boys between 4 and 18 years of age; number of girls between 4 and 18 years of age; total number of white children between 4 and 18 years of age; number of white children under 4 years of age; number of children between 18 and 21 years of age; number of children of all ages under 21, born in California; number of children between 4 and 6 years of age; number of children between 4 and 6 years of age attending school; number of children of all ages attending public school; number of children attending private schools; number of children between 6 and 18 years of age not attending any school. *Statistics from returns of Teachers and Trustees:* Total number of pupils enrolled on public school registers; average number belonging to public schools; average daily attendance; per centage of attendance; number attending school under 6 years of age; number of calendar months during which school was maintained; monthly salary, board included, paid each teacher; length of time teachers have taught the same schools. *Financial Report:* Valuation of school houses and furniture; valuation of school libraries; valuation of school apparatus; amount of school fund received from the State; amount of school money received from county taxes; amount of money received from interest on township school fund; amount of money re-

ceived from district taxes; amount received from rate bills and subscription; total amount received from all sources for support of schools; amount paid for teachers' salaries; amount expended for sites, buildings, repairs, and school furniture; amount expended for school libraries; amount expended for school apparatus; amount expended for rent, fuel, and contingent expenses; total expenditures for school purposes; balance on hand to credit of district.

INSTRUCTIONS TO COUNTY SUPERINTENDENTS.—This Report must be made out and transmitted to the Superintendent of Public Instruction on or before the fifteenth of September, if the Reports of Teachers and Trustees are returned prior to that date; if not, the report will necessarily be delayed, but must be forwarded at the latest before the first of October.

Reports of Census Marshals will be filed with the County Superintendent on the first of August, and it will be well to transfer at that time to the respective blanks all their statistics required in this report, leaving only the blanks, which must be filled from Teachers' and Trustees' Reports, to be made at a later date. In case there are several schools in one district, or when several Teachers have been employed, the requisite number of spaces must be left immediately below the name of the district.

The County Superintendent is requested to give the "totals" at the foot of each column, and to give particular attention to accuracy in the columns summing up the "number of white children between four and eighteen years of age." It is not expected that the number of children attending Public Schools as returned by the Census Marshals, should agree with the number as returned by Teachers, for one gives only the number in July, and the other during the entire year.

A supplementary sheet is attached, on account of the inconvenient size of a sheet embracing all the details of a report.

School Census Marshals, School Trustees, and School Teachers, are not required under the Revised School Law to report directly to the Superintendent of Public Instruction; consequently, he must rely on the care and accuracy of County Superintendents in returning general statistics.

County Superintendents are invited to make a written general report, which, if of sufficient public interest, will be embodied in the Appendix to the Annual Report of the Superintendent of Public Instruction.

Transmit this report, postage prepaid, to San Francisco, or send by Wells, Fargo & Co.'s Express.

SUPPLEMENTARY REPORT OF COUNTY SUPERINTENDENTS.—*Miscellaneous Statistics:* Whole number of primary schools; whole number of intermediate schools; whole number of unclassified schools; whole number of grammar schools; whole number of high schools; total number of schools; total number of school districts; number of schools for colored children; number of colored children attending such schools; whole number of negro children returned by Census Marshal; whole number of Mongolian children returned by Census Marshal; whole number of Indian children returned by Census Mar-

shal; whole number of deaf and dumb, irrespective of age; whole number of blind, irrespective of age; number of male teachers employed during the year; number of female teachers employed during the year; total number of teachers employed during the year; highest monthly wages, board included, paid to male teachers; highest monthly wages, board included, paid to female teachers; lowest monthly wages, board included, paid to male teachers; lowest monthly wages, board included, paid to female teachers; average monthly wages paid to all teachers; number of schools maintained less than three months; number of schools maintained three months; number of schools maintained more than three and less than six months; number of schools maintained more than six and less than nine months; number of schools maintained nine months and over; average number of months school was maintained in all school districts of the county; number of free public schools maintained without rate bills; number of school districts which have raised a district tax; number of school districts which have made correct returns according to law; number of districts which have failed to make correct returns; number of districts supplied with State school registers and copies of revised school law; names of districts not so supplied; number of teachers who have made returns according to law; number of names of teachers who have failed to make such returns; number of teachers who attended State Teachers' Institute; number of teachers who attended County Teachers' Institutes; time of holding County Teachers' Institutes; number of days continued; number of persons attending; amount of money expended for county institutes; number of teachers allowed and paid for time in attendance on institutes; number of copies of printed reports of institutes; number of school houses built of brick; number of school houses built of wood; number of school houses built of adobe; number of school houses rented; number of school houses which disgrace the State; number of volumes in public school libraries; number of teachers who subscribe for an educational journal; longest time any teacher has taught the same school; number of teachers who have taught the same school two years and over; post office address of County Superintendent; post office address of County Treasurer; salary of County Superintendent; number of school visits made by County Superintendent; number of school visits made by Trustees; number of school visits made by other persons; amount paid teachers for services rendered on county board of examination; number of first grade certificates issued by county board of examination; number of second grade certificates issued by county board of examination; number of temporary certificates issued by County Superintendent; number of applicants rejected by county board of examination; rate of county school tax; names of teachers to whom certificates were issued, and date of certificate; name or number of school districts; post office address of school districts; names of school teachers; names of school trustees.

School Trustees' Report.—The Report of Trustees, with the exception of the "Financial Report," is made by simply transcribing the summaries from the Teacher's and Census Marshal's Reports, and is easily and quickly made, if

those reports are correctly made in due season. The following is the form of report: "School Trustees' Report of ——— district No. —, to the Superintendent of Public Schools of ——— county, from September 1st, 186–, to August 31st, 186–, inclusive. *Financial Report:* Amount of school fund received from the State; amount of school money received from county taxes; amount raised by district tax; amount received from township school fund; amount raised by rate bills or subscription; total receipts from all sources for school purposes; amount paid for teachers' salaries; amount expended for sites, buildings, repairs, and school furniture; amount expended for school libraries; amount expended for school apparatus; amount expended for rent, fuel, and contingent expenses; total expenditures for school purposes; valuation of school houses and furniture; valuation of school libraries; valuation of school apparatus; total valuation of school property. *Statistics taken from the returns of the School Census Marshal:* Number of boys between 4 and 18 years of age; number of girls between 4 and 18 years of age; total number of white children between 4 and 18 years of age; number of white children under 4 years of age; number of white children between 18 and 21 years of age; number of white children under 21, born in California; number of white children between 4 and 6 years of age; number of white children between 4 and 6 years of age attending public schools; total number reported as attending public schools; total number between 6 and 18 years of age reported as not attending any school; number of Indian children under 18 years of age; number of Mongolian children under 18 years of age; number of negro children under 18 years of age; number of negro children attending separate schools for such children; number of deaf and dumb, irrespective of age; number of blind, irrespective of age. *Statistics from School Teacher's Report:* Whole number of boys enrolled; whole number of girls enrolled; total number of white children enrolled; average number belonging to school; average daily attendance; per centage of attendance; number and name of school or schools, whether high, grammar, intermediate, unclassified, or primary; names of teachers employed during the year; number of calendar months school was maintained during the year; size and description of school house; number of school visits made by School Trustees; number of school visits made by County Superintendent; number of school visits made by other persons; number of volumes in school library; is the school register kept according to law? are the trustees and teachers supplied with copies of the revised school law? were teachers allowed pay during the time of attendance on State or County Institutes? Post Office address of school district; text books used in school; general remarks."

Instructions to District School Trustees.—The School Trustees of each district are requested to fill up the within blanks in accordance with section twenty-eight of the revised school law, and to transmit the same to the County Superintendent of Public Schools, on or before the tenth of September of each year. Whenever the statistics can be obtained prior to the tenth of September, trustees will confer a favor by forwarding the report at an earlier date.

The School Census Marshal must be appointed on or before the first day of July, and must be required to file his report with the trustees, and to forward a duplicate copy to the County Superintendent of Public Schools, on or before the first day of August. The trustees should appoint some reliable person as School Census Marshal, and require him to report with absolute exactness. It is very desirable that the financial statistics herein required should be fully and accurately stated.

JOHN SWETT,
Superintendent of Public Instruction.

STATE DIPLOMA.—The following is the form of State Diploma:

[National Flag.] STATE EDUCATIONAL DIPLOMA. [National Flag.]

STATE OF [Seal of the State of California.] CALIFORNIA.

The State Board of Education, after a full and critical examination in accordance with the provisions of section forty-eight of the Revised School Law of eighteen hundred and sixty-three, have found ———— well qualified in all respects for the profession of Teaching.

They therefore issue this Diploma, which entitles the bearer to teach a Public School in any part of the State of California, without further examination, for the term of six years.

[Signed.]

[Seal of the Department of Public Instruction.]

———————————

Sup't Public Instruction.

[Design—Grasped hands surrounded by stars, under the motto: "The Constitution."]

By order of the State Board of Examination.

CERTIFICATES ISSUED.—State Certificates were issued by the State Board of Examination to the following teachers, on June 27th, 1863:

Mr. GEORGE H. PECK, San Francisco, First Grade,
Mr. L. W. REED, from St. Louis, First Grade,
Miss MARY R. HARRIS, from Boston, First Grade,
Miss NANNIE B. DIAMOND, from Michigan, First Grade.

STATE REPORTS.—From the State Reports of Massachusetts, Ohio, and Illinois, we gather the following items:

Massachusetts—Number of children attending school in summer	223,318
" " " winter	227,319
Ohio—Number of children attending school	717,726
Illinois " " "	516,037
Massachusetts—Number of teachers	7,255
Ohio " "	21,390
Illinois " "	15,094
Massachusetts—Amount of money expended exclusive of cost of school houses and books	$1,635,626
Ohio—Amount of money for school purposes	2,501,068
Illinois " " "	2,007,312
Ohio " " "	2,879,379

Massachusetts—Amount of school fund			$1,584,165
Illinois	"	"	4,973,842
Massachusetts—Average wages of teachers per month:			males $45 38; females $19 35.
Ohio	"	"	males 26 35; females 15 32.
Illinois	"	"	males 25 00; females 16 03.

Ohio has sent five thousand teacher-soldiers into the Union army to sustain the honor of the old flag. Well may she consider her schools as the nurseries of patriotism. All honor to such brave men. The State Superintendent says: "Many of them have been appointed to positions of high honor and responsibility. Two now command brigades in Kentucky, several are Colonels, and a greater number Majors and Staff Officers. Not less than one hundred are Captains and Lieutenants. Of one of the regiments every field officer and more than half of the company officers have been teachers in our public schools." Illinois has sent about three thousand teachers to the Army—New York about the same number. The State Superintendent of Pennsylvania, being in the vicinity of James Buchanan, says of the brave men who scorned to belong to "Stay-at-home Rangers," "The places of those who have left school for the Army have been supplied generally by better teachers." Cool—isn't it? Perhaps the Rebels may nab that report at Harrisburg.

The Massachusetts State Normal Schools are reported full, and in excellent condition.

New Jersey—Number of children attending school, 132,590; amount of money expended, $562,259. Support of State Normal School, $10,000. Teachers' Institutes were held in every county in the State. In closing his Report the State Superintendent, Hon. F. W. Ricord, makes a few remarks which will apply to California as well as to New Jersey:

"We cannot have good schools, unless we begin by having good school officers. This is something for the people to look after. I can do no more than warn them in regard to the matter, and I should fail in the performance of my duty were I to withhold from them the solemn truth that they suffer more from their own carelessness in the choice of school officers, than they do from the incompetency of school teachers. It is never too late to mend; and the sooner this matter is attended to the better; and the sooner everything like party feeling and nepotism and personal friendships are forbidden to interfere in what we boast as being our labors for the advancement of education, the sooner will we show our sincerity, the more indisputable will be our claims to patriotism, the more shall we accomplish for humanity, the more may we expect from God."

State School Tax.—Every other loyal State in the Union raises a State tax for the support of *Free Schools;* why should not California do it? Are we poorer than Illinois, Wisconsin, Ohio, New York, and Massachusetts? Does the burden of this war fall more heavily on us than on them? If they can still pay their State tax of two mills on a dollar, cannot California pay half a mill? School houses ought to be built; school rooms ought to be furnished with the modern appliances of teaching; libraries and cabinets ought to be supplied; good teachers ought to be paid better salaries, and employed at least ten

months in the year. A State tax will be the first step towards accomplishing all these results.

Canvass your districts thoroughly, and secure the signature of every citizen who believes that educated men constitute the real wealth of a State.

STATE TAX.—On the subject of a State school tax of one and a half mills on the dollar, the *Ohio Educational* monthly speaks as follows:

"The grand result in which the State is vitally interested is that *all* her future citizens, in whatever locality they may live, shall be prepared for the intelligent discharge of their duties. This she needs not only as a 'police' measure, but as a means of growth in wealth, stability, and power. The truth is, wealth is the child of education, dependent upon it for its value, and the means and implements by which it may be accumulated. Let all the school buildings in our noble State be rased to the ground, and all influences flowing from them be forever destroyed, and the consequent stagnation in business, the decrease in the value of real estate, and all other kinds of property (save whisky), would equal that of the 'Rebel War' now upon us. It would be a lesson to capitalists so plain that he who runs could read, and *he who reads would run.* These facts show that the true theory of popular education is that the property of the State must educate the children of the State, *wherever they may be found.*"

THE RIGHTS OF TEACHERS.—The Vermont Supreme Court has decided that though a schoolmaster has in general no right to punish a child for misconduct committed after dismissal of school for the day and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehavior committed out of school which has a direct and immediate tendency to injure the school and subvert the master's authority.

SEMI-ANNUAL APPORTIONMENT OF THE STATE SCHOOL FUND, according to annual census returns of the number of children residing within school districts where schools have been maintained in accordance with law for three months in the year, ending October 31st, 1862. Apportionment made June 25th, 1863:

Alameda, 2,122 children, $1,867 36; Amador, 1,738 children, $1,529 44; Butte, 1,690 children, $1,487 20; Calaveras, 1,990 children, $1,751 20; Colusa, 445 children, $391 60; Contra Costa, 1,496 children, $1,316 48; Del Norte, 154 children, $135 52; El Dorado, 3,060 children, $2,692 80; Fresno, 41 children, $36 08; Humboldt, 698 children, $614 24; Klamath, 70 children, $61 60; Lake, 368 children, $323 84; Los Angeles, 2,398 children, $2,110 24; Marin, 638 children, $561 44; Mariposa, 879 children, $773 52; Mendocino, 740 children, $651 20; Merced, 267 children, $234 96; Mono, 53 children, $46 64; Monterey, 1,595 children, $1,403 60; Napa, 1,287 children, $1,132 56; Nevada, 2,457 children, $2,162 16; Placer, 1,786 children, $1,571 68; Plumas, 459 children, $403 92; Sacramento, 4,397 children, $3,869 36; San Bernardino, 960 children, $844 80; San Diego, 345 children, $303 60; San Francisco, 12,985 children, $11,426 80; San Joaquin, 3,145 children, $2,767 60; San Luis Obispo, 735 children, $646 80; San Mateo, 791 children, $696 08; Santa Barbara; 1,277 children, $1,123 76; Santa Clara, 3,596 children, $3,164 48; Santa Cruz, 1,471 children, $1,294 48; Shasta, 958 children, $843 04; Sierra, 760 children, $668 80; Siskiyou, 738 children, $649 44;

Solano, 2,006 children, $1,765 28; Sonoma, 3,835 children, $3,374 80; Stanislaus, 409 children, $359 92; Sutter, 768 children, $675 84; Tehama, 545 children, $479 60; Trinity, 301 children, $264 88; Tulare, 822 children, $723 36; Tuolumne, 1,771 children, $1,558 48; Yolo, 1,382 children, $1,216 16; Yuba, 1,869 children, $1,644 72. Total, 72,297 children, at 88 cents each, $63,621 36.

LELAND STANFORD, Governor,
J. F. HOUGHTON, Surveyor-General,
JOHN SWETT, Supt. Public Instruction,
State Board of Education.

SUPPLEMENTARY SCHOOL FUND APPORTIONMENT.—Semi-annual apportionment of the State School Fund, according to annual census returns of the number of children residing within school districts where schools have been maintained in accordance with law, for three months in the year ending October 31st, 1861. Apportionment made June 25th, 1863. *Explanation:* This apportionment consists of the interest due the School Fund, July 1st, 1862, $17,147 20, which has remained unpaid until the present time. It is based on the census returns of October 31st, 1861, and may be used to pay any indebtedness due teachers for salaries during the school year beginning November 1st, 1861, and ending October 31st, 1862:

Alameda, 1,825 children, $456 25; Amador, 1,679 children, $419 75; Butte, 1,474 children, $368 50; Calaveras, 1,870 children, $467 50; Colusa, 530 children, $132 50; Contra Costa, 1,318 children, $329 50; Del Norte, 189 children, $47 25; El Dorado, 2,583 children, $645 75; Fresno, 35 children, $8 75; Humboldt, 628 children, $157; Klamath, 88 children, $22; Lake, 285 children, $71 25; Los Angeles, 1,887 children, $471 75; Marin, 433 children, $108 25; Mariposa, 753 children, $188 25; Mendocino 648 children, $162; Merced, 221 children, $55 25; Monterey, 1,491 children, $372 75; Napa, 1,104 children, $276; Nevada, 2,209 children, $552 25; Placer, 1,564 children, $391; Plumas, 326 children, $81 50; Sacramento, 4,374 children, $1,093 50; San Bernardino, 943 children, $235 75; San Diego, 310 children, $77 50; San Francisco, 12,316 children, $3,079; San Joaquin, 2,729 children, $682 25; San Luis Obispo, 532 children, $133; San Mateo, 709 children, $177 25; Santa Barbara, 1,244 children, $311; Santa Clara, 3,498 children, $874 50; Santa Cruz, 1,312 children, $328; Shasta, 880 children, $220; Sierra, 691 children, $172 75; Siskiyou, 656 children, $164; Solano, 1,882 children, $470 50; Sonoma, 3,588 children, $897; Stanislaus, 415 children, $103 75; Sutter, 778 children, $194 50; Tehama, 563 children, $140 75; Trinity, 314 children, $78 50; Tulare, 860 children, $215; Tuolumne, 1,721 children, $430 25; Yolo, 1,262 children, $315 50; Yuba, 1,925 children, $481 25. Total, 66,642 children, at 25 cents each, $16,660 50.

THE STATE NORMAL SCHOOL.—The next session of this institution, A. Holmes, Principal, will open on Monday, August 3d, in San Francisco. All

applications for admission must be made, either personally or by letter, to the Superintendent of Public Instruction, southeast corner of Jackson and Montgomery Streets, San Francisco.

Section fifty-three of the act pertaining to common schools, passed at the last session of the Legislature, provides as follows:

"Males over eighteen years of age, and females over fifteen years of age, may be admitted as pupils of the Normal School, provided that every applicant shall undergo an examination in such manner as shall be prescribed by the Board of Trustees; such person having first filed a certificate with the Principal of the school of intention to engage in the occupation of teaching in the Public Schools of the State. The seats shall be apportioned among the applicants therefor from the different counties in the State, as near as may be, in proportion to the representation of such counties in the State Legislature."

The Board of Trustees require all applicants to pass a fair and satisfactory examination in Grammar, Geography, Arithmetic, Spelling, and the History of the United States, and that they shall furnish the Principal with a certificate of good moral character, from some responsible source, before they can become eligible to membership.

The tuition in the school is free, and a portion of the text books are furnished to the students gratuitously.

A Model School, consisting of a Grammar and Primary Department, under the immediate charge of able instructors, is connected with the Normal School, thus affording the students of the latter an opportunity for *practicing*, and the science of instruction, or methods of teaching, forms one of the most important elements in the curriculum of the institution.

The Board of Education of San Francisco are making arrangements for providing more spacious and pleasant rooms for the use of the school, but, until these rooms are completed, it will meet, as formerly, in Old Musical Hall, Fourth Street.

It is ardently hoped that each county in the State will furnish its full quota of members during the present year, and it is desirable that those who purpose to join the class should make early application, and be present on the first day of the session. Under certain circumstances, however, pupils will be admitted after the commencement of the term.

It is the intention of the Board to form an advanced class for teachers who wish to become more familiar with Normal methods of teaching, and who can complete the course in six months, should a sufficient number of such apply. No pupil is obliged to attend for a longer time than one term, and any member of the school may graduate and receive a diploma from the Board at the close of any term, providing he pass an examination in all the studies of the course.

Additional teachers will be employed as circumstances may require, and every effort will be made by the State Superintendent, and those in whose charge the school is more directly placed, to render the institution a lasting benefit to the common schools of the State, and equal, in all respects, to other schools of the kind in the Atlantic States. We bespeak for it a full attendance of ardent, enthusiastic members. H.

THE

CALIFORNIA TEACHER.

SEPTEMBER, 1863.

Vol. I.] SAN FRANCISCO. [No. 3.

[For The California Teacher.]

TEACHING PRINCIPLES.

BY SPARROW A. SMITH.

CHILDREN attend school that they may be better prepared for the duties of life. A simple desire for development, independent of use, causes very few children to attend school. There such general knowledge is imparted and such an education sought, that they may rather be prepared for emergencies than fitted for specialties. We neither attempt to make engineers, nor ministers, nor merchants, although we teach many things that are indispensable to the success of each. The object is to give a general fitness for life, not to teach the particulars of any art or trade. Perhaps the end of education would be better subserved if every child could be educated for some particular business; but there are many objections to such a course, and however economical or desirable it might appear to be, it is entirely impracticable from the fact that the dispositions of children are not, in our present style of doing education, so surely discovered as to make it a safe way of teaching. Then a child's life is an uncertainty, and their education must necessarily correspond to the facts in the case; not that they should be educated *in*, but that they should be educated *for* uncertainties.

We never shall make rapid strides in teaching so long as we derive our only views of its utility from the past. It might have answered fifty years ago to have been able to count up on one's fingers the bill at the old grocery, or the number of yards of cloth necessary to be spun to fit out the family; but fifty years, loaded with enterprise and progress, have been added to the age, and it is no longer an age of spinning-wheels and flails and hand-mills. Then the demand which the school supplies now is so vastly different from what it was then, that we can hardly make a legitimate comparison between the two: nor is the advantage which we possess, with all of our superior ability for imparting instruction, equal to the difference in the necessary acquirements.

We must teach the common school studies, and teach them thoroughly; but they are emphatically the tools with which to work and never the end of our labor. The peculiar bent of our civilization would seem to justify the assertion that a simple knowledge of the facts embraced in them is a very small part of our common school education. There are very many good citizens who know very little of reading or arithmetic, nothing of geography, except such as has been acquired by a trip across the plains—absolutely nothing of grammar and rhetoric—and yet their practices are really a credit to a community. But will this style answer the coming generation? This is a question worthy of the attention of every earnest teacher. It is not so much our object to make smart citizens as good ones. It is not necessary to neglect the one at the expense of the other. This seems to be a fault with many; while they are quite successful in making arithmeticians and grammarians they are not successful in developing men. A desire for improvement and a habit of industry, with the principles and practices of virtue, are more to be sought than any possible skill at figures or command of language. We shall always attain the end of true education better by seeking to produce causes than by studying effects. We shall have met with a most decided success in teaching when we have instilled into the minds of our pupils those principles which are the secret springs of all our movements—the true source of our acquisitions.

It is the most important duty of teachers to get at causes and

implant such principles in the minds of their scholars as will work out desirable results. In New England, at an early day more than at present, children were particularly taught the practice of virtue, industry, and perseverance by their parents at home. The schools hardly ventured outside of a reiteration of the home teaching, and a slight knowledge of the common branches. We, separated far from the old New England influence by time and space, are left to teach these things at school, and such is the state of society that unless they are taught at school, the child grows up to maturity with little or no real education in these great necessities. It was sufficient at that early period that only a slight knowledge of the common branches was taught, and they more as the means for developing their peculiar character, because it furnished those hardy pioneers with all the skill in figures and letters that was necessary to level the forests and provide a subsistence for their families and themselves. Their school filled a distinct place in their society, and how well it answered its end may be seen from the respect in which it was held by the people: but now, when the country is settled and its resources are developed, it is hardly sufficient that the coming generation should pin their success to that old standard.

While we may very profitably imitate them in the inculcation of every principle of virtue and morality—and this is wofully neglected in our schools at present—we must not overlook the fact that we have a distinct intellectual work to perform, which must also correspond to the demands of the age. If we desire to increase the efficiency of the schools, we must study the future; busy to-day with the inculcation of principles, we must look to the time when they will be brought into practice. The schools must not be regarded as the result of our enlightenment, but as the means. We must make the foundations broader and send forth our scholars prepared for more wonderful events. Our nation will not sink into a state of debility in the present struggle; this will be a new point from which we shall push on more vigorously in general intelligence, and in science and art.

I have intimated that it was our duty, from the peculiar state of our society, to give more attention to the inculcation of principles. I desire to use the term in the broadest sense, because I believe it

is more expedient to implant a principle than to present the most convincing array of facts. We should give greater attention to teaching principles in connection with the common studies of the school; more attention is frequently given to the acquisition of the knowledge of a fact than to obtain a thorough understanding of the principle upon which it is based, and this tends to subvert the end for which the schools were established. Facts are learned in business—from experience—and are only used in school to illustrate principles. They might confirm their pupils by constant drill in certain practices; we should teach the principles, and leave their practice until later in life. A child who has the general principles of any science well learned, will be better skilled in their practice in a week, by the necessities of his business, than by any amount of drill in the school-room. I do not believe it is best for a teacher to expend all of his energies in a constant drill upon a few facts; nor do I believe it is necessary to run into superficiality to avoid riding a hobby.

Some of us have taught, and some still teach, as though a mastery of the examples in arithmetic, the rules in grammar, and the terms of physiology was the only end of these studies. What have men or women to do with the rules of a grammar, the examples in arithmetic, or the hard names in a physiology? If we aimed at mental discipline alone, there is a broad field for discussion in regard to the utility of very many of the common exercises of the school. If we consider their acquisition as so many avenues through which to receive information and augment our ability, there are still the chances of a disuse or misuse of our possessions; they are not causes. It is not so much the ability to do, as it is the disposition with a definite principle upon which to act, that makes our life a success. There is not an instance in school but that the effort to acquire is far better than the acquisition. In the one case a knowledge of the fact is the direct object, and in the other the development of a principle.

If we could foretell what would be the necessities of our scholars, we should prefer to send them forth fully armed and equipped with a relief for every embarrassment; but the young man engaged in reaping his father's grain to-day, may next year be seeking his for-

GRAMMAR.

BY DANIEL J. THOMAS.

Is it proper to devote to grammar the time that is usually given it, in the ordinary routine of our educational system? It is well, almost necessary, to speak and write correctly; yet, if the abstruse rules of the written grammars are the only laws on the point, not one man in ten thousand is perfect in his oral language, and not more than one in every five hundred, even of the grammar-sticklers themselves, is always correct in his written communications. But the "bookish theorick" is neither absolute law, nor inevitably necessary to make a good conversationalist or writer. No part of the rudiments, and but little of the superstructure of either our colloquial, or ordinarily written language, come from our published grammars. Its incipiency is the conversation of the father, mother, and others, with whom the child comes in contact. At first the language is badly framed, and, if the associates are all very illiterate, it breeds peculiarities of form commonly called vulgarisms, though in reality most of them may more properly be termed idioms, or, perhaps, provincialisms. At its first school, and long before the child can read, it finds that its mode of expressing itself—of constructing its sentences—its "talk" differs from that of its playfellows (for the great majority of people speak tolerably well), and it naturally, with a child's imitativeness, assumes the phrases of its associates. It commences to read. Its books are correctly written, and thenceforward its eye and ear are both constantly employed in teaching it the grammatical construction of our language. If it learns to read fluently and to write, the *practical* grammar required by society, is a knowledge from the acquirement of which it cannot escape if it would. It as necessarily follows in the train of continued reading and writing, as the top spins upon leaving the whipcord. The child may not be able to explain the rule and reason in either case, but it daily and satisfactorily produces the wished-for result. And who among us, unless he is almost constantly studying that particular branch of education, can do much more?

Admitting that the science, or rather, the wonderfully muddling

and much muddled art of grammar, is proper at certain ages and under many circumstances, is it ever, of itself, an absolutely necessary study for people in the ordinary walks of life, requiring only such education as will make them respectable and respected farmers, laborers, mechanics, traders, merchants, and manufacturers? Is the time in a four-year-term unclassified school (*i. e.*, an ordinary country school) employed to the best advantage when at least one fifth of it is occupied in learning by rote and attempting to apply a set of abstract rules that have no natural foundation, but which are the result of highly artificial reasoning; rules that are mostly the dogmas of the individual author, and change with each new book on the subject; that convey no ideas to the immature mind; that have neither the exactitude of science nor the system of perfect art; that are unfixed and unfixable; that have nearly as many exceptions as certainties; and commitment of which to memory, and the subtilty and nice distinctions in their application, make "confusion worse confounded" in the youthful mind? Who that learned the comparatively simple rules current fifteen or twenty years ago, has not either forgotten them, or if he continues to pay attention to the study, been compelled to *un*learn them, or to learn so many additions, explanations, exceptions, and qualifications, that the originals are like a grain of wheat in a bushel of chaff. But in ninety-nine cases out of a hundred, the fact is, they are wholly forgotten. They were useless in the daily avocations of life, and contained nothing to interest the imagination, or to lift the mind

From Nature up to Nature's God,

and so were cast aside as useless rubbish. What does any occupied man who knows that he can, and does, speak and write a good sentence, care about being able to parse it? and who ever cares or inquires whether he can or no? In life the useless gives way to the practical, not to the extreme of the Gradgrind & Bounderly theory, but to a far greater extent than, without examination, would be supposed. It was well remarked in a recent article in this journal (No. 2, p. 31) that: "Certain results must be obtained at the sacrifice of many particulars which are all good in themselves. One great reason why self-educated men are practical workers is,

that *they learn nothing they do not want to use.*" Let each parent, each teacher, ask himself, and also answer, the question: How many of his children will ever want to use the verbiage of the rules of grammar? And then: How many of them would *not* want to use, and build on in after life, an *elementary* knowledge of botany—of "how plants grow," and the names and qualities of the common trees, and shrubs, and herbs, and flowers; of mineralogy; of practical chemistry; and a thorough ability to read fluently, write well, spell correctly, and to add, multiply, subtract, and divide with perfect facility?

It would be desirable if in our Common Schools each child could be perfected, fit to enter college, but as not only that but also a thorough knowledge of the ordinary English branches, is impossible, it is the duty of each teacher to so order his school and course of studies, and the time devoted to each, as to perform the greatest practical good for the greatest practical number. Being unable to impart all the knowledge it is proper for the pupil to receive, the imperative duty is to select that which will be the most useful, and, except to a limited extent, grammar does not, in my opinion, come within that category.

[From the Massachusetts Teacher.]

THE TEACHER'S AUTHORITY AS AFFECTED BY TIME AND PLACE.

A QUESTION is sometimes raised among teachers and school committees, as to the *extent* of the control which a teacher may legally exercise over his pupils in respect to *time and place*, it being contended by some that he has no concern with them in the way of authority or responsibility *after school hours*, or *beyond the school house premises.*

The following positions, as general rules, in reference to this matter, are, we believe, fully sustained in law:

1st. In the school room, the teacher has the exclusive control and supervision of his pupils, subject only to such regulations and directions as may be prescribed or given by the school committee.

2d. The conduct of the pupils on any part of the premises connected with the school house, or in the immediate vicinity of the same (the pupils being thus virtually under the care and oversight of the teacher), whether within the regular school hours or before or after them, is properly cognizable by the teacher. And any disturbances made by them, or offenses committed by them, within this range, injuriously affecting in any way the interests of the school, may clearly be the subjects of reproof and correction by the teacher.

3d. In regard to what transpires by the way, in going to or returning from school, the authority of the teacher may be regarded as concurrent with that of the parent. So far as offenses are concerned for which the pupils committing them would be amenable to the laws, such as larcenies, trespasses, etc., which come more particularly within the category of crimes against the State, it is the wisest course generally for the teacher (whatever may be his legal power) to let the offenders pass into the hands of judicial or parental authority for discipline and punishment. And it is never worth while for teachers to exercise any doubtful authority, as they may thereby involve themselves in controversies with parents and others, and expose themselves to the liability of being harassed by prosecution at law.

But as to any misdemeanors of which the pupils are guilty in passing between the school house and their home, which directly and injuriously affect the good order and government of the school, and the right training of the scholars, such as truancy, willful tardiness, quarreling with other children, the use of indecent and profane language, etc., there can be no doubt that these come within the jurisdiction of the teacher, and are properly matters for discipline in the school.

A recent decision in the Supreme Court of Vermont, illustrates and fully accords with the foregoing positions. In the case referred to, a boy *outside* of the school house premises and of the school hours also, in the presence of other pupils of the same school, used towards the master, and in his hearing, contemptuous language, with a design to insult him. The Court decided that the master rightfully punished the boy for the misbehavior, because it had a

direct and immediate tendency to injure the school by subverting the master's authority and begetting disorder and insubordination among the pupils.

The same doctrine is substantially recognized in the decisions of our own Supreme Court; and we would again refer, respecting this and other kindred topics, to the elaborate opinion of Judge Shaw in the case before cited. [Sherman *vs.* The Inhabitants of Charlestown, 8 Cushing's Massachusetts Reports, 160.]

The governing principle in all cases like the Vermont case is, that *whatever in the misconduct of pupils under like circumstances, as to time and place, etc., has a direct tendency to injure the school in its important interests, is properly a subject of discipline in the school.*

It is sometimes objected to the foregoing views that the responsibilities of teachers are in this way enlarged to an improper extent, that if their authority extends beyond the school house limits and the school hours, their responsibilities must be increased in a corresponding ratio. But to this it may be answered, that the matter is to have a reasonable construction; that it cannot be expected that a teacher will follow his pupils into the streets to watch their conduct when beyond his view and inspection; the extent of his duty in this respect can only be to take cognizance of such misconduct of his pupils, under the supposed circumstances, as may come to his knowledge incidentally, either through his own observation or other proper means of information.

4th. Teachers may, at their discretion, detain scholars a reasonable time after the regular school hours, for purposes connected with the discipline, order, or instruction of the school. This practice has been sanctioned by general and immemorial usage among our schools, and by the authority and consent of school committees, expressed or implied, and has been found exceedingly useful in its influence and results.

There is no law defining precisely the *school hours* as they are termed, or the hours within which the schools are to be kept. This is regulated by usage or by the direction of school committees, varying in different sections of the Commonwealth, and also in different seasons of the year. In some places the number of school

hours each day is *six*, in others *five* or less. In some, two sessions a day are held, in others but one, as may be determined in each case by the respective committees. The practice under consideration, of occasionally detaining pupils after regular school hours for objects connected with the school arrangements, rests precisely upon the same authority. The same superintending power that regulates and controls in the one case, does the same thing in the other. Yet the right in question should always be exercised by teachers with proper caution, and a due regard to the wishes and convenience of parents.

It may be urged by ways of objection to the practice in question, that if a teacher can detain a pupil a *quarter* of an hour, he can an *hour*, or *two* hours, and indeed to any extent whatever, without limitation.

The answer to this is obvious—that the abuse of a practice is no argument against its general propriety and expediency; that teachers are supposed, like other agents, to be governed by reason and sound judgment in the performance of their duties, and, if in any case, they should grossly pervert the confidence and authority reposed in them in respect to this matter, they would, as in other like cases, be held responsible for the perversion.—*Hooker's Essay.*

DRAWING.

THIS important branch of education does not receive the consideration to which it is entitled. The majority of persons regard it as trivial amusement, acquired at the expense of something else; whilst others deem it an accomplishment, only suitable for young ladies who may be wealthy enough to follow their own inclinations. Allowing it to be an amusement, and also an accomplishment, let us look a little deeper, and we shall find that it is one of the most valuable portions of a child's education. Let us consider it practically. No mechanical trade can be successfully carried on without some knowledge of drawing. The boy learning his business, starting with some practical knowledge of drawing,

will be an expert long before one who has not that advantage. His eye is cultivated, his hand is steady, he does not depend upon rule, or compass, and consequently, in place of having to acquire this ability, and cultivate a taste, he has only to improve it. The result is, that he becomes at *least* a good workman, perhaps, an important inventor; for, should he be a genius, he has the power of working out his own ideas, which no person can satisfactorily do for another.

Take away the art of delineating, and what would the inhabitants of one country know of the peculiarities of another? Who is not better satisfied, and who does not better understand a truthful picture drawn with the pencil, in a book of travels, than a written description. Grant, there are many things the pen can describe which the pencil would fail to do; still, a rough sketch will often explain satisfactorily what the pen could give but an imperfect idea of. Scenery can be described only to a certain extent; a truthful picture requires no explanation. How could those who have never had the opportunity of seeing them, tell the forms or appearance of Mount Vesuvius, vomiting forth its streams of fiery lava, or of Mount Blanc, with its icy precipices and eternal snows; the beauties of the Bay of Naples, or remarkable structures of ancient and modern times, fortifications, etc., were it not for the Art of Drawing? What should we know of our fellow-creatures in other lands, their customs, dress, etc., or of the existence and shapes of strange animals, seen by travelers? What should we know of architecture, anatomy, geology, botany, conchology, etc., were it not for the sketches and illustrations made for us to study from? Some say the engraver does all that; it is his business. The engraver knows no more of these things than any other person; he merely works from a given sketch. It is a mistake to suppose that because the pictures are engravings, that engravers originate them. Whatever the subject to be drawn may be, sketches or ideas are provided, unless in the case of designs for diplomas, mining stock, etc.

As an amusement, drawing is one of the most instructing, interesting, and satisfactory that can be conceived; as an accomplishment, one of the most refined. The beauties of everything natural and artificial are apparent to the artist in a greater or less degree, according to the manner in which he has cultivated his taste. If

he has studied from nature, then does a simple flower possess more beauty in his sight than a whole bouquet would in those of another person. He does not notice simply its brilliant color or fragrance, but the grace of outline, and delicate blending of lights and shades. Should he not observe these things for the purpose of imitating them, then would the drawing be but a poor attempt. In like manner is the beauty of a face, a landscape, the form of an animal, or the curves and combinations of ornamental design impressed upon the mind.

In point of utility, the value of drawing is incalculable. As an amusement, it should be encouraged by parents, in purchasing such materials as will be needed from time to time by their children; and by teachers, in noticing and assisting their pupils.

If the study be properly pursued, it *must* prove useful, and will be a resource when other things fail, and an accomplishment of the highest order. H. B.

EXAMINATION AND ELECTION OF TEACHERS.

At the last meeting of the San Francisco Board of Education, the Committee on Examination of Teachers submitted a report from which we make such extracts as may be suggestive to school officers when engaged in the election of teachers:

1st. In the month of April of each year the Committee on Examination of Teachers, and the Committee on Classification of Schools, shall canvass the list of teachers in each District, and after consulting with the Director of the District, they shall decide upon the persons whom they will recommend for reëlection, and said committees shall, at the annual meeting in May for the election of teachers, recommend for nomination by the Board, the persons thus approved. And in case the committees have decided not to recommend any teachers for reëlection, they shall, if deemed expedient, give notice of their intention to said teacher before the annual election. [See Boston Manual, sec. 21.]

2d. When a vacancy in any District shall render the election of

a teacher necessary, it shall be the duty of the Committee on Examination of Teachers, after consulting with the Director of the District, to recommend for nomination by the Board, two or more persons, who may, in the opinion of the Committee, be best qualified for the position to be filled. The Committee, upon making such recommendation, to state such facts as may be necessary to inform the Board concerning the respective qualifications of the persons recommended, the grade of their certificates, age, years of experience, recommendations, etc.

The adoption of these recommendations can hardly affect the right of a member to vote, in the election of teacher, for any one who holds a certificate of qualification.

One of the advantages claimed for this mode of election is, that members may thereby be freed, to a considerable extent, from the importunities of the numerous applicants for situations in the schools. For such persons will then see the folly of seeking, by personal influence, to make their merits more obvious to the Board than must appear, if they really exist, in the report of a committee whose members have enjoyed, in their examinations, every possible advantage for ascertaining the qualifications of all the applicants.

By the action of the Committee, as proposed, the claims of none of the candidates will be overlooked, and all will receive equal justice.

Since, the Committee being required to state the facts and considerations which influence their choice, they will hardly recommend candidates, unless the recorded evidence of their qualifications, which will be accessible to all the Board, shall render the merits of the candidates very apparent.

We would further recommend that the reports of the Committee on Examination of Teachers be copied in a book to be prepared for that purpose, and to be called "Record of Teachers' Examination."

These reports contain the only information by which the Board can be safely guided in the election of teachers. Hence these reports should be made somewhat elaborate; showing not only the scholastic attainments of the persons examined, but also their most prominent personal characteristics.

It would be advantageous, too, for the Committee to state in their

report, whether the persons examined be qualified for grammar or primary schools. There is such a marked distinction in the qualities which render a teacher successful in either class of schools, that the Board would do well to discriminate in electing teachers for the separate grades.

Finally, we would recommend that in the examination of teachers, the Committee assign to questions in arithmetic, grammar, etc., not more than five-eighths of all the credits allowed for correct answers, and that the remaining credits be attached to questions on pedagogy or the theory and practice of teaching.

A portion of the credits last named should be allowed to the candidates for a knowledge of music, drawing, and calisthenics, and for successful experience in teaching, so far as the possession of such knowledge and experience can be demonstrated to the satisfaction of the Committee.

The advantages of written examinations are well understood, although it must be admitted that such tests fail to reveal the individuality of the persons examined, or those subtle qualities of mind and heart, upon the possession or lack of which success in any pursuit depends. For this purpose, an oral examination is required. The applicants for situations in our schools may be divided into two classes; those who have been educated in our High Schools, and those who have obtained their education abroad. In this latter class may occasionally be found graduates of Colleges and Normal Schools, whose previous connection with schools of note in the Atlantic States, gives proof of their ability as teachers. The inducements offered in this State to such persons to seek professional employment here, are so ordinary that we cannot rely safely on this source for obtaining competent teachers for our schools.

Yet, our citizens desire that their children shall be instructed in the best manner. To meet the exigency of the case, our educational authorities, imitating the enterprise of our industrial classes, must look to their home institutions and their own resources for the supply of their wants. Fortunately, our High School already furnishes excellent material for the preparation of teachers. Its graduates invariably rank high in the examination of candidates for situations in the schools.

But learning is not the main qualification of a successful teacher, and as these graduates attain their high standing merely by their scholastic acquirements, they cannot be regarded as well qualified to teach. But it will be asked, "How can these young girls ever learn to teach, unless they commence in a school room?" We answer: By undergoing a course of training in a Normal School, where, having studied the principles and modes of education, they can, under the direction of an able and experienced teacher, learn to impart, by the most effective processes, whatever knowledge they may possess, to the minds of young children. In such a school of practice, the young teacher does not have to depend upon her crude theories of instruction and discipline; she follows the guide of a superior, and, when she blunders in her teaching, her mentor points out her errors, and thus saves the pupils from the injury that would otherwise befall them. If such a training as I have recommended is needed to prepare our High School graduates to become efficient teachers, the Board should induce them to make the needed preparation. Such of these graduates as desire to teach, could easily be induced to spend a year in the Normal School, if they had the assurance that, at the end of this probationary period, their applications for situations in the schools would be successful. It is my sincere conviction that the Board would be justified in offering such an assurance as I have named, and that our community would commend their action.

HOME AND COLONIAL SCHOOL.

THROUGH the courtesy of Mr. H. P. Carlton, of the Department of Public Instruction, we are permitted to copy the following passages from a letter recently received by him from John T. Reynolds, Esq., of the celebrated Home and Colonial School, London:

"Few things give us more pleasure than to afford information on the plans and proceedings of our Society, or rather, I should say, its *principles*, for it is in these, derived originally and practically from *Pestalozzi*, that we most pride ourselves. We are pleased to see our American brethren take them up so zealously, though they give somewhat too much prominence to what they call *object* teaching.

"The purpose of our teaching is to call into action all the faculties with which man is endowed, both physical, intellectual, and moral, so as to educate the *whole man*, to this end, we call on our children from the earliest age to exercise their own faculties. To bring objects before them, and to require them to tell us the properties they can discover, and to help them in the discovery by judicious questions, is undoubtedly one plan, and not an unimportant one, but I doubt very much whether it deserves all the praise that has been bestowed upon it. Our first direction to a teacher about to give oral lessons, is, to inquire how he can best induce his class to exercise their own faculties; our second, what valuable information he can give. We deem memory highly important, but we do not attach such exclusive importance to it as is done in what we consider the old system of education.

"I think we shine most in our early steps, with pupils from two to eight or nine years of age; after the latter age, we get more and more into the old plans of taxing the intellect, and requiring from it great exertions.

"Our children leave us very early, seldom remaining beyond eleven, but it is surprising how well they do afterwards, and how apt they show themselves (though of the lowest class) for any employment.

I send you by the post which bears this letter a set of our papers, which I hope will arrive safely, and I hope also to send you by some lading vessel a set of the most material of our books; but, after all, a living teacher would be the thing for you. Can you not manage it?

"As we only train female teachers, we must send to you, as we did to Oswego, a female. I am not sure that Miss Jones, who is now returned, would not venture on another journey, if you were to offer her £100 for one year, and her expenses backwards and forwards paid. Or we might get one on somewhat lower terms. If you will remit to me the amount necessary to pay her expenses out, it will give me great pleasure to act for you, as we would for ourselves.

"We gave some little help in the cause of America, our committee having voted £10 towards Miss Jones' expenses, and if the new government are not very onerous, perhaps they might do the same in your case. I fear you will find books quite insufficient for your purpose. One thing let me caution you against, an error very common in this country; do not confound principles, and plans for carrying them into effect. Our principles we know are right, and founded upon human nature; our plans for carrying them into effect may or may not be so. We have improved the latter very much since we began, and may continue to do so. We by no means recommend them as the best possible, but we daily feel more and more the inestimable value of our principles, and these I earnestly hope you will be able to introduce and make popular in San Francisco."

Resident Editors' Department.

EDITORIAL CHANGE.—We regret the necessity which compels our friend and co-editor to send us the following note; but knowing the pressure upon his hands at all times in the regular duties of his position, we cannot find it in our hearts to blame him for the withdrawal of his name. We shall still have the benefit of his counsel; and while we are assured of his warm sympathy for the great cause in which we are engaged, we know that if he *can* find an hour to write for the TEACHER he will use it for us cheerfully and with his usual earnestness.

SAN FRANCISCO, July 20, 1863.

To the Editors of the California Teacher:

GENTLEMEN:—After further reflection, I am confirmed in the conclusion at which I arrived some time since, that it is impossible for me to contribute to the CALIFORNIA TEACHER. Please withdraw my name from the list of Editors, and state the fact of my retirement.

Very respectfully, your ob't serv't,

GEO. W. MINNS.

COUNTY TEACHERS' INSTITUTE.—*Bay District Teachers' Institute.*—The Counties of San Francisco, San Mateo, Santa Clara, Alameda, Contra Costa, Santa Cruz, and Monterey will hold a Union County Institute at the city of San José, opening on Tuesday, Sept. 8th, and closing on Friday the 11th.

Arrangements will be made by the citizens of San José to accommodate female teachers free of expense.

All teachers in the several counties named are urgently requested to attend, and teachers from other parts of the State are invited to be present and to participate in the exercises.

San José is one of the pleasantest cities in the State, and the teachers can make the occasion a pleasant excursion and reunion, as well as highly instructive.

OREGON TEACHERS' INSTITUTE.—The "Oregon State Educational Association and Teachers' Institute," at its annual session held in Eugene City, Aug. 5th, 6th and 7th, 1863, elected the following officers for the ensuing year:

Hon. A. C. Gibbs of Portland, President; Prof. B. Cornelius, Oswego, Prof. E. A. Tanner, Forest-Grove, J. B. Underwood, Eugene City, Vice-

Presidents; Prof. T. H. Crawford, Sublimity, Corresponding Secretary; A. C. Daniels, Salem, Recording Secretary; Prof. E. P. Henderson, Harrisburg, Treasurer; A. C. Daniels, C. T. Finlayson, and F. Stilson, Executive Committee.

The following preamble and resolution were unanimously adopted by the Association:

"*Whereas*, civil war is now raging in our glorious Union, threatening to dismember the best Government ever established by man, and causing lamentation in every part of our country;

Therefore, be it resolved by the members of the "Oregon State Educational Association and Teachers' Institute," That they are unqualifiedly devoted to the preservation of the Union of all the States and the Constitution as it was bequeathed to us by our forefathers—that they will ever yield a cheerful obedience to the lawfully constituted authorities, and that as teachers they are under obligations to instill into the minds of their pupils love of country and obedience to the laws."

The Association decided to hold their next annual meeting at Albany, commencing on the first Wednesday in August, 1864. The semi-annual meeting will be held at Corvalis the third week in February, 1864.

During the session there was a fair attendance of Teachers and others interested in the cause of education. On the last evening of the session we had an interesting discussion on the duty of the State to establish and support common schools. Quite a large audience was present to hear the discussion. Nearly all of those who were present appeared to be in favor of the State maintaining a system of common schools.

A. C. DANIELS, Rec. Sec'y Teachers' Association.

I did intend to present before our Association a resolution recommending the TEACHER to the people of Oregon, but from a press of business it was neglected. I will repeat the expression in my last letter: I hope the time is not far distant when the TEACHER will find its way into the hands of every educator and school officer, if not to the fireside of every family in the State of Oregon.

A. C. DANIELS.

TEACHERS' INSTITUTE, SAN FRANCISCO.—The Teachers' Institute held a meeting on the 14th instant, Mr. J. C. Pelton presiding.

Mr. T. C. Leonard, Principal of Grammar School No. 5, read an essay, entitled "Little Thoughts on Great Subjects."

Next followed an essay by Dr. C. C. Knowles, late President of the Board of Education. Subject: "The Separate Education of the Sexes."

Both essays were well written, and were listened to with marked attention. At the conclusion of the essay last named, a spirited discussion had but fairly begun, when the President announced that the hour of adjournment had arrived, at which the session of the Institute closed.

The separation of the sexes in the Public Schools has been a mooted question, in the School Department, for several months, the arguments and

authorities advanced on either side of the controversy being so weighty that it is difficult for a dispassionate person to reach a satisfactory conclusion.

Superintendent Tait reported in behalf of the Board of Education, that the Committee on the Institute had decided on a programme of exercises for the Institute which would be presented at its next meeting.

From the remarks of the Superintendent, we learned that the future meetings of the Institute would be held on the first Monday of every month at 7 o'clock, P. M., and that each session would be divided into two parts, the first portion to be devoted to general exercises, such as essays, lectures. select reading, discussion, etc., and the remainder of the session to be given to class exercises. For this purpose, the members of the Institute are to be arranged as nearly as practicable in divisions according to the positions they occupy in the schools. The male members are to be employed as instructors and are to receive compensation from the Board for their services. The class exercises will be conducted with special reference to the course of study prescribed for the use of the schools, the Institute instructors being expected to furnish such information regarding that course as will better enable the teachers to discharge their school-room duties.

Public Schools of San Francisco.—We learn from the Report of City Superintendent of Public Schools, made to the Board of Supervisors at their last meeting, that the School Fund of the fiscal year just closed, amounted to $204,919 60 and that the Board of Education expended last year, $86,282 for salaries of teachers, $3,414 for school furniture, $3,047 for books and apparatus for the use of schools, and $42,134 in the purchase and improvement of the school estates. The whole amount expended by the Board was $178,929, and the balance remaining in the fund, after payment of all the floating indebtedness of the Department, was about $26,000.

There are now ninety-six teachers employed in the schools, of whom eighty are female and sixteen male. The salaries paid to male teachers range from $2,700 to $1,250 per annum, the Principal of the High School receiving the larger sum, and the male Principals of Primary Schools the smaller amount. [illegible] receive $1,900 ; female Principals [illegible] Primary Schools, of Butte; Mr. Sparrow Smith, of Sacramento, and Mr. Spencer, of Monterey County. In almost every county in the State, in fact, public school teachers have been nominated for the office of Superintendent of Public Schools. These offices should be filled exclusively by teachers, and no man except a teacher should be considered eligible to be even a candidate before a convention. Occasionally, we believe, a teacher's name is on the Copperhead ticket; but, as a general rule, the schoolmasters are too cute and too loyal to be caught, like dog Tray, in bad company. Mr. J. W. Nye, holder of State diploma, has been "gobbled up" out of the profession and nominated for the office of District Attorney of Alameda County. If Mr. Nye makes half as good an Attorney as schoolmaster, he will fill the office to the satisfaction of everybody.

High, Grammar, and Primary, and that the Grammar School consisted of four grades and the Primary of six grades. Promotions are to be made in the Grammar grades annually: in the Primary, semi-annually.

This system of classification and of promotion is carried out in the schools of Boston and Chicago.

The Course of Study recently adopted by the San Francisco Board of Education corresponds mainly with that of the Chicago Public Schools.

School Census, San Francisco.—The returns just made by the census marshals contain the following items:

No. of children between 6 and 18 years of age	13,036
Attending Public Schools	5,155
Attending Private Schools	4,552
Not attending School	2,571
Total No. of persons under 21 years of age	26,902

There are 82 private schools in this city, of which 11 are supported by the Catholic Church. The attendance in the Catholic schools is 3,424.

The complaint of the scanty accommodations afforded by the public schools is prevalent throughout the city; nor are the murmurs of the public unreasonable, seeing that the schools can seat only 5,146 of the 13,036 children who, according to the census, are due at school.

It is gratifying, however, to know that the Board of Education contemplate erecting, during the present season, an elegant brick school house, capable of seating about 600 scholars. The building, when completed, will be almost a duplicate of the Everett and the Bowditch school houses, which are the latest erected in the city of Boston. The size of the recitation rooms will be 28 by 34 feet, and the ceilings of the principal stories, 15 feet high. The attic, which is lighted by Lutheran windows, is arranged for the accommodation of the entire school, when assembled for general exercises, such as singing and calisthenic drills. The basement is above ground, and is intended as a sheltered play-ground during rainy or hot weather. The cost of the building will be about $45,000 or $50,000.

Oregon.

Teachers' Institute, San Francisco.—The Teachers' Institute held a meeting on the 14th instant, Mr. J. C. Pelton presiding.

Mr. T. C. Leonard, Principal of Grammar School No. 5, read an essay, entitled "Little Thoughts on Great Subjects."

Next followed an essay by Dr. C. C. Knowles, late President of the Board of Education. Subject: "The Separate Education of the Sexes."

Both essays were well written, and were listened to with marked attention. At the conclusion of the essay last named, a spirited discussion had but fairly begun, when the President announced that the hour of adjournment had arrived, at which the session of the Institute closed.

The separation of the sexes in the Public Schools has been a mooted question, in the School Department, for several months, the arguments and

preparation for the duties of teacher, are most excellent. The graduates of the school are already in demand by school trustees.

GO AND DO LIKEWISE.—The Trustees of Santa Clara have enlarged and repaired their two school houses, furnished them with Holt's Patent Desks, and adopted the entire State series of text books. They have also employed an excellent corps of teachers, and their schools bid fair to rank among the best in the State.

NEED OF A SCHOOL HOUSE.—The public school at Oakland is crowded to overflowing. With a college school and several fine private seminaries, the city of oaks ought to be able to build a respectable public school house.

CHEAP.—The lowest estimated value of any school house in Wisconsin, according to the last school report, was *three cents*. We know of several in this State meaner than that.

COUNTY INSTITUTES.—The Sonoma County Teachers' Institute will be held at Santa Rosa, in September. The Sacramento County Institute, in Sacramento, in November.

NATURAL QUALIFICATIONS OF THE TRUE TEACHER.

BY PHILO.

IN this age of rapid progress, the opinions of people with regard to the many improvements in science and art are as various as are the faces of the people themselves, and in no respect do they differ more than in their views with regard to what constitutes a "good teacher." This arises, no doubt, from the fact that each one looks

POLITICAL NOMINATIONS.—Mr. Graham, of Columbia, is the nominee of the Union party for Superintendent of Schools, Tuolumne County. Mr. Cottle, of Stockton, carried off that nomination in San Joaquin County. Mr. Babcock is nominated in Sonoma County, where he is one of the pioneer teachers. Mr. Penwell, of Placerville, is the nominee of El Dorado County. Mr. Simonton is the nominee of Solano County; Mr. Woodruff, of Contra Costa; Mr. Upham, of Butte; Mr. Sparrow Smith, of Sacramento, and Mr. Spencer, of Monterey County. In almost every county in the State, in fact, public school teachers have been nominated for the office of Superintendent of Public Schools. These offices should be filled exclusively by teachers, and no man except a teacher should be considered eligible to be even a candidate before a convention. Occasionally, we believe, a teacher's name is on the Copperhead ticket; but, as a general rule, the schoolmasters are too cute and too loyal to be caught, like dog Tray, in bad company. Mr. J. W. Nye, holder of State diploma, has been "gobbled up" out of the profession and nominated for the office of District Attorney of Alameda County. If Mr. Nye makes half as good an Attorney as schoolmaster, he will fill the office to the satisfaction of everybody.

BLACK BOARD PAINT.—To make one gallon of the paint, take ten ounces pulverized pumice stone, six ounces pulverized rotten stone, three-fourths of a pound of lampblack, and mix them with alcohol enough to make a thick paste. Grind the mixture very thoroughly in a paint mill. Then dissolve about fourteen ounces of shellac in the remainder of the gallon of alcohol. Now stir the whole together, and the paint is ready for use. In mixing the paint, a sufficient quantity of shellac should be employed to prevent the lampblack from rubbing off when the boards are used. If the quality is good, fourteen ounces will be found sufficient. When using the paint, it should be stirred often enough to prevent the pumice stone from settling. In putting on the second coat, special care should be taken not to rub up the first coat. In painting for the first time, two or three coats are required; in re-painting, only one or two coats. One gallon of the paint will furnish two coats for sixty or seventy square yards of black board, on walls not previously painted. The paint will answer as well for boards as for walls; if used for the latter, the paint ingredients may be mixed in the hard finish of the walls, although it may be applied externally with nearly the same advantage.

as prevalent throughout the city; nor are the murmurs of the public unreasonable, seeing that the schools can seat only 5,146 of the 13,036 children who, according to the census, are due at school.

It is gratifying, however, to know that the Board of Education contemplate erecting, during the present season, an elegant brick school house, capable of seating about 600 scholars. The building, when completed, will be almost a duplicate of the Everett and the Bowditch school houses, which are the latest erected in the city of Boston. The size of the recitation rooms will be 28 by

precisely the same ...

speak for himself by extracting from his preface:

"There is no doubt that pupils, by a great amount of drill exercise in oral spelling, may learn to spell, *by mere repetition*, almost any quantity of words of whose meaning they are totally ignorant. This was the old system of teaching spelling; and, with the prominence given to it in the exercises of the school room, it *did* make good spellers; and, where it has been wholly abandoned—where spelling has been taught *only* in connection with reading, or definitions, or dictation exercises—good spelling in our schools has diminished in an alarming degree. It has been our aim, in the present work, not only to retain the advantages of the old system, but also to remedy, as far as possible, its great defect, as exhibited in what have been very appropriately called the 'nonsense columns' of the old books. To this end we have adopted, in a majority of the spelling lessons, such a natural grouping of the words in columns as shall express their *meaning* by their appropriate *use*; and we think this end has been attained as effectually as though the words had been selected from regular reading lessons."

* * * * * *

THE

CALIFORNIA TEACHER.

OCTOBER, 1863.

Vol. I.] SAN FRANCISCO. [No. 4.

[For The California Teacher.]

NATURAL QUALIFICATIONS OF THE TRUE TEACHER.

BY PHILO.

In this age of rapid progress, the opinions of people with regard to the many improvements in science and art are as various as are the faces of the people themselves, and in no respect do they differ more than in their views with regard to what constitutes a "good teacher." This arises, no doubt, from the fact that each one looks at what he believes to be the "necessary qualifications" of a teacher, from his own stand-point, which stand-point is in itself formed (in a great measure) from whatever may be his own peculiar turn of mind. I propose to consider what are the *natural* qualifications of a true teacher. I say *true*, because I believe that with regard to *innate* qualifications (or fitness) a teacher is "born, not made." Let us inquire, then, what those "characteristic faculties" are which are necessary to insure that complete success as a teacher, which is so desirable. But before doing so, let me say a few words upon what education really is. Education is an educing or drawing forth the powers of the mind and body by a course of judicious training and instruction, thereby enabling the individual to do the greatest amount of good possible with those powers: to the end that he may fight the battle of life manfully and success-

fully, and in doing so be a credit to his teacher, an honor to his parents, a blessing to his country and the world at large.

The full and proper accomplishment of this, which is of such vital importance, being the work of the educator, it is evident that whoever holds the responsible office of teacher should possess peculiar fitness for it. One of the essential qualities which all who contemplate entering the profession should be sure that they possess, is a "love of children." This is absolutely necessary, because any one who does not love children is not at all likely to be fond of a profession which keeps him in their company most of his time. A love of children is necessary, because children naturally "like those who like them," and instinctively avoid those who do not. Who has not seen the "cloud" that has settled on the brows of children when somebody has come in whom they thought "didn't like them?" Who has not seen them make "tracks for the door" as soon as they conveniently could, wander about outside the house till he takes his departure, and when he gets some distance off, the countenance of each child brightens up, as much as to say, "I'm glad you're gone." But, on the other hand, who has not noticed their actions when some one whom they thought "did like them" was seen approaching. Their exclamation is, "Oh, here comes that kind gentleman" (or lady, as the case may be), and off they scamper toward him with faces lit up with delight, and give him a cordial greeting, with a hearty "How d'ye do, Mr. Goodheart?" Who has not seen them seize hold of the cuffs and tail of his coat, go with him to the house, and sit or stand so near him while he remains, that sometimes the mother will say, "My dears, I fear you crowd Mr. Goodheart too much." When he bids them "good-by," they are sorry "he is going so soon." Love for children is necessary, because it is the strongest inducement children have to behave orderly in school, and to do as the teacher requests, for the obvious reason that they will much more willingly and readily obey one who likes them (and whom they like), than one who does not. Not only can a teacher keep better order, but his pupils will improve very much faster if they like him, and he has their confidence; because, although he may sometimes have occasion to "speak sharply" to them, they know very well that he does it for their

good, and that he would not do so if they did not deserve it. They know very well that the teacher works hard day after day for their benefit. They see plainly that every word, every look and action, is a part of his *plan* for their improvement.

It may be supposed by some that children do not think about these things, but I know by experience that they *do* think, and that too, a great deal more than some people suppose; and not only that, they have an intuitive perception of character—a way of "reckoning up" people in general, and school teachers in particular. I have said this much on children liking the teacher (or rather I might have said, on his obtaining their confidence), because it is the main hinge (so to speak) on which the whole turns. Such being the case, teachers cannot be too careful of the first impressions they make. We (children of a larger growth, who have seen the world, and who understand that "it is not all gold that glitters") know full well what great pleasure it gives us to meet a friend that we feel assured has our welfare at heart. From such a one we can willingly receive reproof, because we know it is given for our benefit. And if it is so with us, how much more so is it with children, to whom the world appears in glowing colors, and with whom goodness and kindness of heart are the principal recommendation? It is not only the benefit and pleasure which the children will derive from the teacher possessing this "happy faculty;" it will also be a source of solid comfort to the parents to know that their children respect the teacher, that they love their studies, and consequently are so much the more likely to become proficient in them.

Patience is a virtue which the teacher should possess, and strive by all possible means to cultivate, because (as was so aptly said by one who a short time since held a very high position in the "educational world" of California), "Children do not love learning for its own sake; it is not to be expected they should." (This refers more particularly to their primary course.) This being the case, patience is indispensably necessary for the successful teacher; in fact he should always keep a large stock on hand, so that he can draw from it in unlimited quantities at any time. It should be of the very best quality too, for fear, if it is not, it may become thread-

bare and wear out. The old saying is: "Children will be children; you can't put old heads on young shoulders." And indeed none who remember what their own childhood was will wish to do so, but will rather let them be

Happy and gay
While they may.

We all know that in some respects childhood was our happiest time. The parents and teacher understand that the child is sent to school for his own good; but he (the child) does not always recollect that, even if he realizes it. The teacher should remember that it is no small tax on the "patience" of the child to remain at school seven hours each day (especially in beautiful spring or summer weather), even though he does have an hour's recess at noon, with shorter ones at intervals.

I know of no better way for a teacher to cultivate patience than to call to mind frequently his own boyish days. Let him remember that many a time he did "wish school was out for the day, so that he could have a good game." Let him also recollect that he did not always recite his lessons perfectly; neither did he always "mind his stops" in reading. He should sometimes think over the time when he began learning to write; and remember how hard it was to hold the pen properly; that when he saw the teacher's eye off him, what a relief it was to hold it in his own "pinched-up way," "just for a minute." He may perchance recollect that some of his first attempts at writing appeared as though a bug of some kind had had its legs dipped in ink, and been allowed to crawl over the paper; that there were blots as big as some of those which his scholars make now. Let him not forget that he did sometimes whisper, and "cut up monkey shines" when he thought the teacher "wasn't looking." I know that a teacher has his patience sorely tried by the obstinate tempers of some, tardiness and inattention of others, and also by bad habits which have grown up like poisonous weeds in the minds of some children through the over-indulgence of their parents; but, notwithstanding these things, he must press forward, knowing that it is a noble cause in which he is engaged; he should be determined to "let patience have her perfect work."

Patience is highly essential in dealing with those who have had

so much of their own way that they are almost mentally "killed with kindness;" or, in other words, that all habits of obedience, order, punctuality, ambition to obtain an education, or, indeed, desire to do right at all are almost killed in them. It is sometimes the case that such a one will enter the school with a full determination to annoy the teacher in every conceivable way, and strive with all his might to set everybody by the ears. It is most likely, however, that upon a very short acquaintance the teacher will read "the intention" in the eye of that scholar. With such a one he must be kind but firm. He must bring up his "whole reserve" of patience; be determined to do that scholar good, and if possible, lead him back into the right path. To do this, the teacher should endeavor to lay hold of some point in the "heart" of that "froward one," for there will hardly be one so hardened, but that the teacher can find some "sympathetic chord" upon which to work. Meanwhile he must let one and all see that that perverse one might as well try to clear all the snow off the Sierra Nevada Mountains, as to attempt to wear out his inexhaustable patience.

THE "COULDS" AND THE "WOULDS."

TEACHERS consist of two classes; one composed of those who could write for a magazine, if they would; the other composed of those who would if they could. What the respective numbers of these classes may be, it is difficult to tell; because we cannot say who belong to the *coulds* until they do something; nor can we say who are merely *woulds*, until they try. We are loth to believe that there are many who could not if they would, and quite as loth to believe that there are many who would not if they could; but, to tell the truth of the matter, nine-tenths of the teachers belong to one or the other class; and we do not know that there is a pin to choose between them. To be able to write and not to do it, or in other words, to have the ability and want the will, argues laziness, which is the characteristic of the *coulds;* not to be able to write, that is, to have will without the ability, argues lack of brains, which is the misfortune of the *woulds*.

There are some, perhaps, who will think it more creditable to be classed with the *coulds* than with the *woulds;* but, if we may be allowed a familiar expression, "we cannot see it;" for if Jack is a dull boy, it makes little difference whether he simply has no sense, or whether he merely never shows it. In the one case he is to be pitied; in the other blamed. So with the *coulds* and the *woulds;* the latter are to be pitied, because Nature has not endowed them with the necessary ability; and the former are to be blamed, because, though they have gifts, they do not use them. They are the servants that bury the talents; they are the virgins that neglect the lamps.

Nearly a hundred teachers in San Francisco, and most of them ladies, and yet nothing to say! The magazine comes out month after month; sometimes it contains an essay, generally a masculine production; but of the tender, graceful, sweet, and exquisite, next to nothing. Anecdotes of the school children, scraps of biography, descriptions of scenery, allegories, tales, essays on art, estimates of character, criticisms, disquisitions on philosophical and other scientific topics, poetry, romance—there are a thousand different subjects which might be put to good account, if the *coulds* and the *woulds* would turn over from the subjunctive mood imperfect tense, to the indicative mood present tense. We cannot but believe that all the teachers would like to see the magazine become what it might be and ought to be, an honor to the profession and a credit to the city, a source of great instruction and of great entertainment.

As it is, the magazine droops, not for want of means, but for want of proper interest being taken in it. The printer is ready to print, but there are few who are willing to write for him. All want a good magazine, but few care enough to make it good. The harvest is ripe, but the reapers are scanty. The *coulds* and the *woulds* are in the ascendant, and brains are at a discount. Let us have a good magazine, or let us have none. Let the next number show a variety and an improvement. Let it be creditable to the profession and the State. Let it be a welcome visitor wherever it may go, worth preserving, worthy of treasuring. And in the hope of its becoming so, let us hear no more either of the *coulds if they woulds* or of the *woulds if they coulds.*

[For The California Teacher.]

CALIFORNIA EDUCATIONAL SOCIETY.

In compliance with the requirements of a resolution passed at a late meeting of the "California Educational Society," I lay before the readers of The Teacher an account of what circumstances or conditions constitute eligibility to membership of said society, and what steps are to be taken to secure admission to it. As these conditions are dictated by the general characteristics and aims of the society, it becomes expedient to commence with an outline of them.

The name assumed by the society is a fair index of the comprehensiveness of its purposes. It embraces objects which would not be cognizable by a mere *teachers'* society. Whatever pertains to the subject of education, however remotely connected with it, becomes a legitimate object for its consideration. It takes cognizance of every branch of each science, and of every art to which each science gives rise whenever they are known to have the least perceptible connection with or influence upon educational matters. It deals alike with the instrument in the teacher's hand, and with the most remote principles that contributed to its construction. This feature gave rise to the fifth section of the Constitution:

"Honorary membership may be conferred upon any gentlemen eminent for literary attainments, or for successful service in the cause of education, upon the recommendation of the examining committee, and a two-thirds vote of the members present at any regular meeting."

Although the foregoing feature ranks as the noblest of which the society can boast, and although it is the capital circumstance upon which the society must depend to attract the attention and acquire the respect of the thinking public, yet it must be confessed that its more immediate value is to be attributed to aims of a much more restricted nature, and to results of a much less lofty character than those mentioned above.

To elevate the *occupation* of teaching to a *profession;* to take the arbitrament in matters educational out of the hands of outsiders, and make it, as a profession, the sole judge and arbiter of its own affairs; to compel pretenders to leave the ranks, and set the

seal of capability upon those who deserve it; to furnish a *head* to the *body* of teachers, that it may cause itself to be respected as a living thing, and be no longer contemned as a lifeless carcass, incapable of effectually helping itself; to so surround itself by a circumvallation of requirements and tests as to greatly lessen competition, and thereby enhance the pecuniary value of the services of teachers, and at the same time render their positions more permanent; to accomplish all this, and much more, must the principal efforts of the society be at first directed; and as the accomplishment of all this concerns professional teachers alone, there result the second, third, and fourth sections of the Constitution:

"The qualification of members shall be: a good moral character; three years' successful experience, *one* of which must have been in this State, and ability to pass a thorough examination in Reading, Spelling, Penmanship, Drawing, Object-Teaching, Geography, Grammar, History, Arithmetic, Algebra, Physiology, and Natural Philosophy.

"This society shall consist of male members only.

"All male graduates of State Normal Schools in the United States, who have taught three years previous to their application for admission to this society, and who are residents of this State, all male holders of State educational diplomas, as provided by the laws of California, shall be eligible to membership upon the recommendation of the examining committee."

As all candidates for membership have to pass through the hands of the examining committee, and as very much depends upon the latitude which that committee is allowed in the use of discretion concerning the degree of scholarship which they may require to successfully pass their examinations, it becomes important to set forth the principles and considerations which influence the action of the committee in judging of individual cases.

In regard to literary acquirements, it will be readily conceded by all that the standard should be set sufficiently high to make the profession respectable, and to act in some sort as a barrier to ignorance. It will be as readily acknowledged, however, that qualifications other than learning are quite as essential; and to require a very high standard in *everything* that goes to make up an efficient teacher would be unreasonable, inasmuch as it would be disregarding the fact that educational matters are yet in their infancy, especially in our State, and that, as a consequence, comparatively few

teachers could have availed themselves of the scanty facilities afforded by Normal Schools and other means of making accomplished teachers. The committee, therefore, will at present insist upon no higher grade of erudition than may be reasonably considered indispensable to safely and creditably conduct the ordinary business of a grammar school; but attention will be paid to the collateral evidences which the examinations may furnish in regard to general character of mind and familiarity with such rudimentary matters as cannot well be made the subject of direct examination, and which yet are universally allowed to be indispensable to a respectable education. Experience, general success in teaching, diplomas, or certificates from educational institutions in good standing, and other evidences of competency will exert all due weight with the committee in favor of applicants.

A formal examination may not in every case be insisted upon; and certainly will not be whenever it is made plainly unnecessary by circumstances which may, in the judgment of the committee, sufficiently establish the fact that the applicant is fully entitled to admission. Male holders of State educational diplomas are considered eligible to membership on application.

It should, however, be remarked that the constantly increasing facilities for the obtaining of a truly liberal education will, at a time not far distant, render it imperative that the society raise the grade of its requirements and tests. When our State Normal School, which has barely commenced operations, will send forth yearly its bands of fully prepared and carefully trained teachers, it will be one cause, out of several, why the examinations of the committee will be more rigid, and their requirements be placed much higher.

Persons who wish to become members, and to whom the examining committee is accessible, may make application to the President, John Swett, Esq., through the Recording Secretary: those to whom the examining committee is not readily accessible may address themselves to the Corresponding Secretary, T. C. Leonard, Esq. It would be well for the applicant, in the latter case, to furnish all such information and transmit all such documents as may serve to increase the probabilities of his election to membership.

B. MARKS,
Recording Secretary.

To the above communication we append a minute of the last session of the society, held at the City Superintendent's office in San Francisco on the twenty-ninth of August:

The society met at the usual hour.

In the absence of the President, Mr. Stratton was elected to preside.

The minutes of the previous meeting were read and approved.

The Secretary was instructed to prepare a roll to be called at the succeeding meetings of the society.

The examining committee presented a written report, recommending the admission of Daniel Levy, H. N. Bolander, and George H. Peck to full membership.

The Chairman appointed Messrs. McGlynn and Swezey to act as tellers.

On proceeding to ballot for the candidates, the tellers declared Daniel Levy, H. N. Bolander, and George H. Peck unanimously elected as members of the society.

The Secretary was instructed to notify the gentlemen of their election.

A discussion took place in regard to the expediency of the society's undertaking the compilation of a new geography to be put forth under the sanction of its name.

Messrs. McGlynn, Stratton, Leonard, Swezey, and Carlton took part in the debate. The last named gentleman read an outline of what should comprise the main features of the proposed work.

No official action was taken, but it was understood that the matter should be talked about in the pages of THE TEACHER.

The Secretary was instructed to prepare an article for THE TEACHER in which should be set forth the course to be pursued by those who desire to become members of the society.

The society then adjourned until the next regular meeting, the last Saturday of September, at eight o'clock.

B. MARKS,
Recording Secretary.

[For The California Teacher.]

THE OBJECT OF DEFINITIONS.

In philosophical strictness, no such thing as a perfect definition exists out of the domain of pure mathematics. Like the geometrical line, which has "length without breadth or thickness," it exists in idea only, and can never achieve an objective reality. Even to secure an approximation to completeness in the definition of the vast majority of objects, it would become necessary to employ so many limitations and refinements that the definition would become useless for practical purposes by reason of its prolixity. The definitions of "God," to be found in various creeds and catechisms, are very imperfect, and viewed from the stand-point of philosophical completeness, they are all open to severe criticism. Yet they answer the purpose for which they were designed much better than they would had they been constructed with the ambitious attempt to include *everything* conveyed by the idea of God, and to exclude *everything* not contemplated in that idea. For over two thousand years ingenious men of various ages and nations have attempted to construct a satisfactory definition of "poetry," and hitherto without success, though Aristotle and Bacon were among the number of those who tried it.

In fact, no popular definitions are rigorously exact, and they will all be found more or less defective when subjected to the nice tests of that class of critics in whose hearing "we must speak by the card, or equivocation will undo us." Language cannot be used with mathematical precision; words cannot be weighed to the fraction of a scruple; and sensible men do not aim in framing definitions for ordinary purposes, to make them exhaustive in what they *include*, or complete in what they *exclude*. It requires indeed but a small share of ingenuity to pick flaws in the majority of the definitions furnished by our best lexicographers, and if giving currency to an inexact definition is a sufficient evidence of ignorance, it would be easy to bring the critical microscope to bear upon some of the greatest lights of literature, and prove them dunces in an irreproachable syllogism. For, singular as it may seem, the largest intellects have been least careful to clothe their utterances in the

prim vestments of a precise logical phraseology, while feeble minds that are ready to gulp down a solemn absurdity without remonstrance, revolt most promptly at a loose phrase or a verbal inaccuracy. Generally, a "nominal" definition (to adopt the distinction of the logicians) is not only sufficient, but is the best for all practical purposes. It suffices in defining a "telescope," to call it "an instrument for viewing distant bodies," for a "real" definition would be nothing less than a *treatise on the construction, powers, and uses of the instrument.*

I have recently seen a grave and elaborate attack upon the popular definition of "grammar," the writer of which seems to imagine that he has made a valuable and startling discovery in the fact that said definition is not strictly accurate. Having ascertained after much learned research that the lexicographers, grammarians, and compilers of school-books generally, have defined the term as "the art of speaking and writing a language correctly," and that the definition is adopted by "a number of grammars and dictionaries in English, French, German, and Spanish, including works sanctioned by the Academies of France and Spain," he pronounces it incorrect, on the ground that "grammar does *not* teach *everything* necessary to the correct use of language." This negative proposition (which no one was ever absurd enough to dispute) would seem to have no great significance, unless indeed it is supposed that some actual discovery has been made, and that the hundreds of teachers and pupils who have used the obnoxious definition, so used it in ignorance of the fact that grammar "does not teach everything necessary to the correct use of a language."

Now the fact is, that nearly *all* the current definitions of the various branches of knowledge, are liable to the same kind of criticism employed in this instance. Arithmetic, for example, is defined to be "the science of numbers;" Geography, "the description of the surface of the earth;" Logic, "the art of reasoning," etc. Now all these definitions are in strictness either too comprehensive, or not comprehensive enough; and it would require no great amount of ingenuity, and much less of learned research than the critic professes to have expended for the confusion of the grammarians and their abettors, to raise a host of objections against every one of

them. Geography, "a description of the surface of the earth!" cries the indignant school-boy; "Why then doesn't it tell us all about the animals that are found upon the surface, and the plants, rocks, and strata that *form a part* of that surface? A description of the surface of the earth, indeed! Then pray, why under pretense of learning geography am I requested to study lessons about the *motions* of the planet in its orbit and upon its axis, and a thousand other things that are not upon its surface at all?"

In these remarks it is not my design to show that the popular definition of grammar is a correct one. It is liable to the same objections which may be made to the definitions of geography, arithmetic, etc. But I presume that the teachers who make use of the definitions in question, are fully aware of the nature and extent of these objections and employ the definitions merely as convenient formulas, free from verbal refinements and nice distinctions, and therefore easily comprehended and committed to memory.

But the criticism to which I have alluded is open to far more serious objections than those to which I have referred. It is based upon a radical error as to the true scope of grammar both as an art and a science. I propose, in a future paper, to resume the subject and submit some considerations as to what is properly included in grammar as a science.

[For The California Teacher.]

THE STUDY OF MIND.

If there is one study more than another to which a teacher should give his or her whole life, it is the philosophy of mind; and if there is one more utterly neglected it is that. Many a teacher passes the severest test of scholarship without failure—so a parrot can be trained to answer; but many a fine scholar enters the teachers' profession only to fail and quit it with disgust, because deficient in the greatest of mental attainments—a personal love for and control of mind. If teachers would make themselves experts in this one power, many a punishment would be omitted and many

a word of encouragement given where now is never heard a single utterance of sympathy. There are adepts in arithmetical progression and combinations, who cannot distinguish the characters of those in their care. These are mere boys and girls; nothing but scholars; only a flock of sheep to follow a given signal. The teacher enters the school-room and the same training is given alike to the fretful, backward, over-sensitive boy, and the bold, impudent, *smart* girl at his side. He gives the lazy and indolent the same kind of rewards that is given to the proud, ambitious, and studious, not knowing that a variation to suit the peculiar natures of each *might* make a difference in character. He punishes the tender, shrinking spirit just as he does the rude, *enduring* one. Does our heavenly Father give us the same rewards and punishments? Bad as our world is, it would be a thousand fold more miserable if he did. Well for us all that the Great Teacher discerns our characters and our wants.

And no teacher should begin the profession without growing more and more familiar with mind *as a study*. Some system should be decided upon as a basis. One safe author on the subject should be selected, then a *close, shrewd, and constant observation* practiced and every advantage sought to perfect that knowledge. But, after all, the best and truest guide is found in the old adage, "Know thyself." That is the unfailing key which unlocks all other hearts, for in a great measure every bosom bears a counterpart of the one great human heart. Are not love and hate the same in all? Are not pride and selfishness, ambition and slothfulness the same? And are they not governed by the same laws alike in the teacher and scholar? True, different influences may bear upon different individuals, but inherently they are the same, and a true teacher will learn those influences; he will so study the habits, the parents, the conditions of his pupils, that in a short time he can grasp the reins with a skillful hand and without failure guide them onward and upward. A lazy teacher might not do all this, but one in love with God's fairest creation, knowing its inestimable value, will deem it a blessing and a joy—glad to be numbered with this one of His armies fighting for His truth. And a teacher thus at work, even with a small knowledge of the sciences, is a better teacher than one fault-

less in Mathematics and Greek, in the Lexicon and Grammar, yet cannot *individualize* his pupils' characters. A sympathetic soul and power to infuse into mind a beautiful enthusiasm and hope is of more value to the instructor of youth than great knowledge of books.

In making Mental Philosophy a study, its technicalities are of little use, and the usual classifications of authors are too general for reading character, for *child-nature*, if not human nature is too variable and unstable to be understood by the mythical logic of Stewart, Hamilton, or Wayland. Something more minute and direct must be had. The silent language of the heart, eye, and ear must be learned well; the various and intricate divisions of each mental faculty must be studied and closely watched. For instance, it is not enough to know that we are endowed with *memory*, but that in different minds that faculty takes different forms, that one child will remember forms and figures, and another one will forget them; that certain scholars retain in their memory all that relates to language, historical daring and bravery; and others receive their lasting impressions only through pictures and representations made through the eye. Children have their *natural* channels through which knowledge flows into their minds, and it is the teacher's business to find those life-streams; if he cannot, his teaching will not avail much.

ALVISO. L. T. F.

[For The California Teacher.]

GEOGRAPHICAL ORIGINS.

1. *Alps*, mountains of, from Celtic alp, or from Latin, album, white.
2. *Apennines*, mountains of, from Celtic alp, high, and Penn, a summit.
3. *Atlas*, mountains of, from the reputed supporter of the skies among the ancients.
4. *Azores*, islands, from Portuguese, "Hawk Islands;" named by Martin Behem.
5. *Bavaria*, from the Boïi tribe, from Celtic Bo, "fearful or terrible ones."

6. *Bosporus*, straits of, from Greek, "the ox's passage." Refers to early passage of agricultural knowledge from east to west.
7. *Canary*, islands, from Latin "canes," dog; from the number of large dogs there.
8. *Caspian*, sea, from "*Casp*," signifying "a mountain," from its vicinity to Caucasus.
9. *Caucasus*, mountains, from Cauc-asos, *i. e.*, "Mountain of the 'Asi Tribe"; also said to mean "white."
10. *Corsica*, isle of, from Corsa, a female who discovered it while pursuing a bull which had taken to water.
11. *Cyprus*, isle of, from the cypress shrub.
12. *Danube*, and *Don*, rivers, from Tan or Don, signifying water.
13. *Ebro*, river, from the Iberii who inhabited its banks.
14. *Euphrates*, river, from "Phrath," signifying fruitful or fertilizing.
15. *Gibraltar*, straits of, from "jibel," a mountain, and "Tarif," a Moorish chief, who built a fortress here.
16. *Guadalquiver*, river, from Arabic "Wadi-al-Kiler," "the great river."
17. *Indus*, river, from "Sanscrit" Sindh, or Hindh, signifying "*blue*."
18. *Madeira*, islands, from Spanish for timber; from its magnificent forests.
19. *Niger*, river, from African "gir," or "ger," a river.
20. *Nile*, river, from Egyptian "nil," a river.
21. *Orkneys*, islands, from Norwegian, "orka," a kind of seal.
22. *Pyrenees*, mountains, from Celtic "pyren," or "pyrn," a high mountain.
23. *Rhine*, river, from Celtic "rhein," a current.
24. *Rhodes*, isle of, from Rhoda, daughter of Neptune, or Greek "rodon," a rose.
25. *Sardinia*, isle of, from Sardus, son of Hercules, who founded it.
26. *Sicily*, isle of, from Siculi, an ancient nation inhabiting it.
27. *Smyrna*, city of, from an amazon of that name who conquered Ephesus.
28. *Tiber*, river, from Tiberinus, king of Alla, who was drowned in it.

JAMES E. GORDON.

San Francisco, September, 1863.

Resident Editors' Department.

BAY DISTRICT TEACHERS' INSTITUTE.—This Institute held its session at San José, commencing on Tuesday, September 8th, and closing on Friday, the 12th. The counties of Santa Clara, San Mateo, Alameda, Contra Costa, Santa Cruz, and San Francisco were represented. Seventy-five teachers were in attendance, and the exercises were characterized by a good degree of interest and enthusiasm.

George Tait, Esq., was elected President; the various County Superintendents were chosen Vice Presidents; P. W. J. Holbrook, of San José, Secretary, and J. J. Bowen, Assistant Secretary.

Rev. L. Hamilton, City Superintendent of San José, delivered an evening lecture on "Reading;" Rev. B. N. Seymour, County Superintendent of Alameda County, a lecture on the "Responsibilities of Teachers;" Mr. H. P. Carlton, of San Francisco, an address on "Object-Teaching."

Mr. Stone, of Marysville, presented the subject of Written Arithmetic; Mr. Holbrook, Mental Arithmetic; Mr. Bowen, Geography; Mr. Tait, Object-Lessons; the State Superintendent, Elocution and School Calisthenics.

The following are some of the subjects brought up for discussion: Order of Exercises in an Unclassified School; Introduction of Physiology and History of the United States into Unclassified Schools; Petitions for State Tax; THE CALIFORNIA TEACHER; Military Drill, and other topics connected with teaching.

Washington Elliot, Esq., of San Francisco, conducted the exercises in singing, and read an essay on Music. Mr. Burgess read an essay on Penmanship. The "Euterpians," under the direction of Mr. Elliot, gave a promenade concert on Friday evening, closing the exercises of the Institute very pleasantly. The citizens of San José accommodated most of the teachers free of expense. Altogether, the Institute was a success, and it will undoubtedly be succeeded by another of the same kind next year.

COLLEGE OF CALIFORNIA.—It is with unusual satisfaction that we announce the election of the Rev. W. G. T. Shedd, D.D., of New York, President of the College of California—and the placing of the office on a permanent foundation, by the raising in full as an endowment, of $25,000. The College year opened about the first of August, and for the first time, with the full complement of the four college classes. The new building, containing all the rooms necessary for the uses of the College till the classes come to number thirty stu-

dents or more apiece, will be finished in a few weeks, thus providing the institution ample accommodation for a considerable time to come. The grounds are spacious and abundantly sufficient for all the purposes both of the College and of the Preparatory School, at which there are now over a hundred scholars in attendance. There is room enough, as respects ground, for the almost indefinite expansion of a University in all its departments. The Faculty is able, and its members are heartily devoted to their work, and the scholarship reached by the classes would do credit to older and long endowed institutions. To the College, thus fairly organized and in working order, we invite a President, singularly well qualified to build upon the foundation thus laid, and develop the Institution to meet the wants of this Western world. Preëminently a scholar and teacher, he holds deservedly high rank among the most learned men of his time. Professor Shedd was educated in the University of Vermont. He was afterward Professor in that Institution, and subsequently, for many years in the Andover Theological Seminary. There he distinguished himself for his profound scholarship, and for his power as an instructor in the lecture room. He is now colleague pastor with the venerable Dr. Spring, of a Presbyterian Church, in the City of New York. That Dr. Shedd will come to California, we cannot certainly know at present, nor can we expect to learn immediately, because the question of accepting this appointment is one that he may not be able to decide at once. But the way is now fully open to urge upon him the great and peculiar claims of this new world, and show him how worthy it is of his talents, and his life, now in their prime.—*Pacific.*

The New York *Teacher*, in a notice of the first number of our California journal of the same name, says: "There is a board of seventeen contributing editors. Wonder if that means anything in California. It doesn't much in New York." And, we might reply, it doesn't much in the *Pacific* office.—*Pacific.*

This reminds us of a small contribution that may be of use to some of our editors. Let them receive the message kindly:

Messrs. Editors:—I have taken up my pen, not with the vain expectation of astonishing you with any extraordinary talent or sparkling wit, but with the avowed purpose of doing something for my own improvement; and, if perchance while I am making an effort to rear a humble dwelling, you find anything among the rough materials that I purpose bringing together that you think will answer to polish for your work, you shall have my cheerful consent to make whatever use of it you please, *provided you do not tell from whence it came.* I have chosen for my subject, Want of Courage, or Too much Dignity.

You will observe at once that I have no lack of courage, or conceit, as it is sometimes termed. Perhaps it would have been an excellent thing for me if I had a little less of it in my *composition;* but be that as it may, I admire a daring spirit. There is something about that man or woman that nobly dares to put forth an effort to do good, whether it is in attempting to sustain a journal for the advancement of the cause of education, for the general diffusion of knowledge, or any other way, that I admire. I have noticed all through my life, humble and short as it has been, there are a few noble, manly forms, that are ever ready to put their shoulders to the wheel, and cause

the ponderous car to move forward. A few, who, among the innumerable throng, dare to defy the severe criticisms of a fault-finding people. They are the bone and sinew of our glorious republic. Without them to set the noble example for us, and to urge us on by cheering, soul-stirring words, I fear we would all starve, mentally, morally, and physically; and all for a lack of courage—a want of that stamina which causes us to step forward to the work which there is so much need of our doing. Fellow-teachers, I do not pride myself in possessing talents, wit, education, or an extraordinary amount of common sense; but I think I can say that my desire is strong enough to see this journal made what it should be—a benefit to all, and not an empty sounding name. The way to make it worthy of our notice is, for each one to do his part. Trample that pride of yours under foot. What do you care for the criticisms of Mr. Allwise, or Mr. Precision? Remember that any one can find fault if he feels inclined; but that generally effects nothing, save displaying a lack of sense and good judgment. If our articles do not suit these men of extraordinary talent, let them furnish better articles, if they can, and not throw themselves back on their dignity, and find fault with this remark and that one. The world is full of *drone bees*, who are continually buzzing and humming, and what do they amount to? They are a disgrace to the name they bear. Only a few days ago I heard one of them grumbling about the article on "Common Sense." He thought the "sense was so common that it was all threadbare," etc. Said I to him, "Why don't you write something new, then, and not find fault with that which is furnished you?"

But to my subject. There is scarcely a moment passes but that some obscure persons sink into the grave, comparatively unknown and unheard of, because their timidity has prevented them from making the first effort. Some who, if they could have been persuaded to make the effort, would have written their names high upon the pinnacle of fame. Allow me, fellow-teachers, to persuade you to make the effort. Many of you have gems, all-precious, hidden from the view of the world, and you are too timid to bring them to light, lest some trifling deformity should be seen.

Yet one word to the class that do not lack courage, but plead that they have not got time—one of the most miserable, empty pleas imaginable. And you, contributing editors, who simply contribute your *names* on the outside of the journal, I am tired of looking at them. Come, I shall petition to have them removed, and a picture or some other ornament put in the place of them. They have ceased to be attractive. Do something; do it now, or else

> "You will go down to the vile dust
> Unwept, unhonored, and unsung!"

Would to God I could do something to awaken the slumbering talent of California; and if I knew where to begin, I would commence "throwing stones," for our editor has thrown "grass" at you long enough. I am getting desperate; *I shall do violence to some of you!*

> Let no vain fears contract *your powers*,
> For the whole English alphabet is ours!

SEPARATION OF THE SEXES.—The question of the separation of the sexes in the public schools is receiving considerable attention in San Francisco. The following extract from the *Massachusetts Teacher* may lead to an expression of opinion upon this subject from some of our contributors:

In all our country schools children of both sexes are educated in the same schools. Very few question the expediency, as all admit the necessity of the arrangement. But in the larger villages and in the cities, our usage is divided. The different plans have their advocates and opposers, with an array of arguments upon each side of the question. An opinion has been frequently asked, upon the comparative advantages of the

mixed and separate schools. The experience of the writer in schools of all kinds, covers a period of more than twenty years, about equally divided between the two systems. Without spending time in details of argument or opinion, I have no hesitation in saying that economy and other considerations, such as the mutual good influence of the two classes of pupils, in the way of stimulus to study, improvement of manners, and social culture, are in favor of the union of the sexes in all our ordinary schools of whatever grade. By ordinary schools, I intend our public schools in town or country, where the pupils reside with their parents, and are under their care and control when not in the school-room. There are objections of aristocracy sometimes felt — less frequently expressed. These go for nothing, as entirely opposed to the grand principle of the free school, which reckons every man's son or daughter the peer of any other man's son or daughter; and which claims as one of its very excellencies, that it brings the children of all the families in district or town to the common level of merit and attainment, without regard to any artificial rules of social intercourse. And it would seem that the danger that undesirable connections may be formed between young people thus associated in school, is rather imaginary than real, where all the parties reside in the same neighborhood and are well known to each other. In school as elsewhere, of course, the guardians of the young should exercise a parental watchfulness and a proper influence to advise and control. And it is by no means clear that this control is more difficult where the young people are associated in school, than where they are separated. By many it is reckoned less.

But the case is different where young people leave home and are thrown into families whose chief interest is to make for their boarders an *agreeable stopping place*, with as little as possible of home influence and home restraints.

For General Exercise.—Teachers will find it well to spend a few minutes occasionally in calling upon their pupils to go to the blackboard and perform operations like the following: Draw a line one foot long; six inches long; three feet long; two parallel lines eighteen inches long; a figure fifteen inches square; an oblong eight inches by twelve; a circle ten inches in diameter.

Let the teacher hold up a book and request the pupils to mark its size upon the blackboard; do the same with a cane; a hat; etc., etc. These exercises may be extended indefinitely, and will prove very useful in disciplining the judgment as regulated by the eye. After your pupils have had some training on these simple exercises, call upon them to give their estimate of the length and width of the windows in the school-room; of the doors; the length, width, and hight of the room; the size of the school yard; the width of the street, etc. A daily attention to these points will lead to habits of observation and comparison. Try it.—*Conn. Common School Journal.*

National Teachers' Association.—As we make up this number, we have no full account of this great gathering of the profession. From private letters we learn that over 1,500 were present, and the meeting is said to be a grand success. We hope to have details for our next number.

A Conference of German Schoolmasters.—The fourteenth Congress of the schoolmasters of Germany has just been held at Mannheim; the sittings lasted three days. Among the questions discussed were the best methods of developing memory in children; the means of awakening in them a love of country; the advantages resulting from a larger share being given to gymnastic

exercises in education; the study of music, especially of national songs; the necessity of teaching children, with the greatest care, the history of their country, and especially the great deeds and victories of the German people, etc. The second sitting of the Congress received a visit from the Grand Duke of Baden, who uttered a few words of welcome to the assembly, and who was received with much enthusiasm.

MISSING NUMBERS.—Complaints are frequently received that THE TEACHER fails to reach its subscribers. The mailing is carefully attended to by one of the resident editors in person; and while we are thus assured that the fault is not at this office, we are willing to supply any persons who inform us of their loss, so long as we have back numbers on hand.

OMITTED.—By some inadvertence the name of Solomon Bush, of San José, was omitted in the published list of teachers who passed examination before the State Board last May. Mr. Bush received a State certificate of the second grade.

PROBLEM FOR THE BOYS.—A flagstaff with a single line several feet longer than the staff attached to its top, having been erected perpendicular to a horizontal plain, a schoolboy observed that he could ascertain the hight of the staff without ascending it or detaching the line. How could he do it? TRUE.

To CONTRIBUTORS.—We have received several valuable papers for which there is no room in this number of THE TEACHER. A lively paper on "Feet," though not especially concerning our field of labor, might have obtained greater favor, only the writer forgot the imperative law of periodicals, that the editors must know the names of their writers; not necessarily for publication, but as a protection to themselves.

We thank our friends for their favors. Let them keep on doing as they have just begun. One side of a sheet, however, if you please, gentlemen and ladies; and remember that an article making two pages in print is better than one of twenty for all the purposes of this journal.

The article in the present number upon "Geographical Origins," is from a recent graduate of one of the San Francisco public schools. It may serve as a hint to the advanced students in the country schools that their studies may be made of use in a similar way to the readers of THE CALIFORNIA TEACHER.

PERSONAL.—*T. W. J. Holbrook*, who received a State diploma last May, also a member of the California Educational Society, has recently been elected Principal of the public school in District No. 1, San José. Mr. Holbook is just the man for the position. An enthusiastic worker in the cause of education, his influence is sure to be felt in that valley. Our San José friends "struck a lead" when they secured his services, in our opinion.—*J. J. Bowen*, one of our contributing editors, has also been elected to a Principalship at San José. If we knew anything against him we wouldn't tell of it, since he is in THE TEACHER family; but we don't.—*J. D. Littlefield*, late of Petaluma public schools, has gone away from home. He went to Arizona, being smitten with

the "feet" mania, under favorable auspices. He is going to write us all about the educational interests of the natives over yonder, and when he comes back rich and happy we shall put him at work in the public schools somewhere, so that he may be useful again.—*T. C. Barker*, of this city, has accepted a position in the Preparatory College School at Oakland. We feel like giving him a "first-rate notice," for he has proved himself worthy of one; but he is so modest he wouldn't be able to look at THE TEACHER again in five years without blushing, if we should tell half the truth about him. We forget how many languages he knows, but we distinctly remember trying him in Choctaw, and he did not understand us; so we are confident he don't know everything. We think he is a good teacher, and we are very confident he is a good fellow.—*Geo. W. Simonton*, of Rockville, Solano County, gave our sanctum a call the other day, and praised his people so roundly we must speak of them. The trustees become responsible personally to the teacher; save him the trouble of collecting ratebills; and, better still, the district furnishes all the books used in the school, besides giving a good house and apparatus. We shall believe in Rockville after this; and when we retire from THE TEACHER with a competency, that is the place we shall settle down in, if we have our choice.—*Henry Melrose*, of Sonoma County, has resigned his position as teacher of children in the public schools, and purposes to become a teacher of men, and children too, in the "way of life." We rather think he will like theology. The fact is, good teachers take to being good preachers very naturally.—*Mr. H. P. Carlton*, of the Department of Public Instruction, has complied with the request of the Normal Board that he should enter the State Normal School as Associate Principal. Mr. C. enters upon his duties with the understanding that he may retire from the arduous duties of the position at the close of the current year, if the state of his health should render such retirement desirable. We are happy to chronicle this recognition of Mr. Carlton's merit in the teacher's profession upon the part of the Normal Board; and we heartily recommend him to all interested in the School, as in all respects eminently qualified for the work. Prof. Swezey will act as Deputy Superintendent during the absence of Mr. Carlton.

PACHECO—THE SCHOOL-HOUSE AND THE JAIL.—Pacheco should have a painting of these two buildings *now*. An artist would say that these two buildings are typical of their power. The "school-house and the jail." Do we ask which shall win in this beautiful valley?

On a space of open ground, there stands the jail; behind it the school-house. How long shall the jail hold the front rank? We trust that there is a growing power within that little school-house and the friends of education, to crowd that jail, and the crimes that fill that jail, off that square, out of town, and away out of sight.

Press on, teacher, pupil, and friend, and bring the school-house in its power and influence into the *front rank*. A pleasant chat, a brief hour only with the earnest teacher, assured me his heart is in the right place. Oh, what a power for good or evil the school-teacher possesses. The school has 60 scholars;

the census gives 218. The school is kept eight months in the year. The average attendance is 40 pupils. J. N. Burke, Esq., is the teacher. The schoolhouse, the pulpit, and the press, these are the triune for liberty; and when these do their work well, the jail, treason, and crime will flee from the front rank, and hide in obscurity.

Pacheco preacher, teacher, and editor, work on, work on! in the fair valley of Pacheco. Let education drive away crime; let patriotism drive away treason, where the owls and bats meet, into caves and hollow trees, and let the pulpit preach of love to God and good will to man.—*California Farmer.*

SHORT, BUT TO THE POINT.—The State Teachers' Association of Indiana, numbering one hundred and seventy teachers, at their late meeting summed up the political situation in a very few words, by unanimously adopting the following platform:

"*Resolved*, 1. That the Union Government is right, and the rebellion is wrong.

"*Resolved*, 2. That we will sustain the right and oppose the wrong by all the legitimate means which God has placed in our power."

GRAMMARIANS give as a reason why a blow leaves a blue mark, that blow, in the past tense, is blew.

WHY is an author the most peculiar of animals? Because his tale comes out of his head.

QUESTION IN GEOMETRY.—Given a river as a base, what figure does a fisherman's rod and line form in junction with it? A try-angle, most undoubtedly.

WHY is the pupil of the eye like a bad boy at school? Because it is always under the lash.

IT is said that with a Yankee every day is a day of reckoning.

BOOK TABLE.—We have received from H. H. Bancroft & Co., publishers, Montgomery Street, the following:

A GRAMMAR OF THE ENGLISH LANGUAGE. By Samuel S. Greene; pp. 264.

The action of the State Board of Education upon grammars has rendered it unnecessary for us to express an opinion upon what is the best text-book in grammar for the use of our public schools. Still, it is desirable to notice all the new works, for the mere fact that a certain author is to be used *chiefly* in the school room, by no means excuses the teacher from examining the results to which other authors have come in the same science. Besides, there are many among our readers who are engaged in private schools, and to them it is no less a matter of interest since the State list was adopted than before to know what books are best for their respective classes. This new work of Prof. Greene is designed to furnish all the knowledge concerning grammar which is essential for the pupils in our common schools to obtain. We regard it as a very excellent book—one which would render a change of texts in grammar, wherever it is used, entirely unnecessary. It is simple, clear, concise, and correct. It is a good book for a teacher to have.

LIFE IN THE OPEN AIR. By Theodore Winthrop.

This volume may not have the spice of John Brent in it, but it has the aroma of the woods of Maine, and that is sufficient. "Love on Skates" might have been made into as charming a novel as has been read this century, if it had been worked out and finished. As it is, it is an intoxicating fragment, and gives only a smack of what we should have had. The *critique* upon the Heart of the Andes is enough of itself, however, to pay for the volume twice over. Winthrop was sacrificed too early.

MARIAN GREY; OR THE HEIRESS OF REDSTONE HALL. By Mrs. Mary J. Holmes; pp. 400.

We do not recommend to lady teachers the practice of reading novels; but if they will read them, they ought to be assisted in selecting the best. After they have finished the Waverleys, and Cooper's, and Dicken's, and Thackeray's, and have reached the stage where a woman's story will meet their wants, we suggest that they try Mrs. Holmes, who writes so as to interest her readers, and at the same time do them no harm. This last work of hers is perhaps her best. It is an American story, involving some of the traits of character most prominent in Kentucky, and giving here and there choice scenes which bring loud laughter, and others that draw from sensitive ladies tears.

THE STORY OF ELIZABETH; pp. 224.

This neatly printed little volume is reprinted from the *Cornhill Magazine*, and is understood to have been written by a daughter of Thackeray. We read it through, and then passed it along to a lady friend who is better versed in novels than we are for her opinion. She said it was a very good story, and we presume, therefore, it will please the majority of our lady readers.

EATON'S ARITHMETIC.

Amid the multiplicity of arithmetics put forth since the days of Pike and of Daboll, we think Eaton's is second to none, and far superior to most. The unprecedented favor with which it has been received in all the New England schools is a good recommendation, and its adoption in the "Hub of the Universe" is no sign that it is tinctured with the theology of the Puritans. The Primary Arithmetic is very prettily illustrated, well arranged, clear, simple, and concise. In the Common-School Arithmetic, the simple, elementary, practical principles of the science are very fully presented, while the more intricate and less important facts are very briefly treated or entirely omitted. It contains no arithmetical puzzles; and all the principles requisite for a practical business life are presented in a simple, intelligible, and attractive manner. The explanations are concise and clear, but the subject of "Analysis" is not made a Normal School hobby. On the whole, it is a book which will exactly suit teachers of good judgment and good common sense, who teach arithmetic as a part of education, and who do not believe that "cyphering" is the great end of existence.

THE

CALIFORNIA TEACHER.

NOVEMBER, 1863.

Vol. I.] SAN FRANCISCO. [No. 5.

[For The California Teacher.]

ENGLISH GRAMMAR.

BY D. C. STONE.*

THERE is no one of the various branches of knowledge to which the attention of youth is directed in our common schools, which better repays a careful and intelligent application, than the study of English grammar. Language is the expression of *thought*, and is the medium through which mankind communicate with each other concerning the multiform relations of life, as well as the subtler operations of the mind.

Grammar is the *study* of language, and it is certainly very important that it should be learned accurately and completely. In the ordinary transactions of every-day life how much often depends on a man's expressing his thought precisely in words—on his saying just what he means, neither more nor less; and, as we ascend into the higher realms of intellect and science, we find that accuracy in the use of words is absolutely essential to real progress. It is evident, then, that the practical application of the principles of this science has a range which is unsurpassed by that of any other, even that of mathematics.

It is not proposed, however, in this essay, to consider the subject

* An address delivered before the State Teachers' Institute at San Francisco.

in its widest sense, but only as it comes properly within the sphere of the school-room. The *art* of speaking, and even of writing, correctly, is attained, as far as regards the common purposes of life, not so much by the study of grammar as by the imitation of others.

The office of the teacher, then, only commences after considerable progress has been made in the use of language. His business is to rectify bad forms of expression, and to impart a knowledge of the principles and the rules of the language, so that his pupils may know with certainty what is, and what is not, good language, and be prepared to express their thoughts in the best possible form of words. To what extent this object is accomplished by the general methods of teaching grammar, and by what means greater efficiency may be attained in this department of instruction, we will now briefly consider. There is certainly no other of the ordinary branches which is so often taught inefficiently as English grammar. It is notoriously difficult to gain for it the interest and attention of scholars; and, as a natural result, most teachers are more pleasantly employed in any other portion of their school duties, and, also as a natural consequence, they neglect it. As a general fact, a given time spent in the study of grammar shows more meager and unsatisfactory results, as regards actual knowledge of the subject, less ability to make a practical application of its principles, than would be gained from the same amount of time applied to other studies. It is not at all uncommon to find scholars who have studied grammar for years who really know but little about it, and who show, by gross inaccuracies of expression, that what they have learned of it is something entirely apart from the art of correct writing and speaking. Without doubt very much of the time and labor spent in studying grammar is more than thrown away; for scholars often acquire a distaste to the study, which prevents their applying themselves to it at a subsequent time. Let us, then, devote a brief inquiry into the reasons for this fact, the existence of which, I think, no thoughtful teacher will deny.

In the first place, grammar, as a *science*, is often taught at too early a period, before the scholar's mind is sufficiently advanced to comprehend the abstract principles involved in it, which certainly require a higher degree of mental cultivation than the rudiments of

arithmetic or geography. Teachers are led into this error, sometimes by their own want of judgment, but more frequently by the wishes of parents, who are always anxious to see their children advanced to a higher grade. If, however, the matter be thoroughly understood by teachers, and the place of this study in the school course be definitely fixed, there need be no difficulty from this cause. It would soon be evident that an apparent delay in time, was really an advantage to the scholar's true progress.

Among the other most important reasons for the state of things we have mentioned, are first, the want of thorough acquaintance with the subject which exists among teachers; and, secondly, defective method of teaching.

Errors in common-school education perpetuate themselves—badly taught scholars make poor teachers; and in the insufficient preparation, which unfortunately exists too largely among teachers, may be seen the legitimate results of the incorrect instruction they themselves have received. With the teacher, however, the work of improvement must begin. No one can teach well what he does not himself understand; a principle so plain as to amount to an axiom, and yet one which we see lost sight of constantly in the efforts of teachers to impart instruction in branches with which they have not a thorough acquaintance. First of all, then, let the teacher make himself familiar with some one of the received text-books on grammar. This, also, would seem to be self-evident, but those who have had some experience in the examinations of candidates for teachers' positions will bear me out in saying that in the very rudiments of the science there is often a very great deficiency.

It is true that most persons who undertake the work of instructing youth, have paid some attention to the study of grammar, but it is the exception, rather than the rule, to find, even among those who profess to understand grammar well enough to teach it, a clear and complete knowledge of the science. They have often learned it too mechanically, and, as is always the case with anything so learned, their knowledge of it readily becomes confused and uncertain. Are there not many teachers who can vouch for the truth of this—who imagined, before they began to teach, that they were thoroughly conversant with grammar, and who discovered, when they undertook to teach it, that they had it, in a great measure, to

learn over again? Wise is that teacher who has enough judgment to recognize his own deficiencies in this regard, and sufficient resolution to set himself to work to overcome them by patient study and reflection.

Let the teacher, then, who is conscious that he has not well learned the construction of his own language apply himself first to the text-book, and acquire all the knowledge which may be there obtained. But he must not stop there—he must not implicitly accept all that he finds there; he must compare one author with another, and above all, he must use his own common sense and reason, and think for himself. If there be one fault more noticeable than another in the way this science is studied, it is the want of independent thought on the part of the learner. And after due study and deliberation the teacher should form his own system and adhere to it. It has a bad effect for a teacher to teach one thing at one time, and the opposite at another; and the teacher of an inquiring and reflecting mind will be more apt to fall into this error than any other. And again, the teacher should, when it is possible, pay attention to the principles of some other language than his own. As has been very judiciously remarked by a distinguished grammarian: "The general analogies of speech, which are the central principles of language, are imperfectly seen by the man of one language." A person who has made himself acquainted with his own language will confirm his knowledge of it, and see more clearly its philosophy and analogies by studying another, and comparing them. No fact regarding any tongue is without its significance and importance to the student of grammar.

A very effectual and profitable method of becoming familiar with the practical application of the rules of English grammar, is to take up any of the ordinary school-readers and examine carefully each lesson, noting the grammatical arrangement and relations of each word, and trying whether a ready disposal of it can be made according to the ordinary rules of syntax. Any one who has never tried this will be surprised to find how many expressions he will be obliged to mark for a more critical examination. The exercise is by no means tedious; a single glance at a paragraph will readily decide whether it comprises any beyond the ordinary and regular construction of sentences. An hour's attention would suffice to dis-

pose of many pages, at least to single out and note whatever might require more extended reflection.

I cannot take leave of this part of my subject, without earnestly recommending to every teacher to obtain a copy of a work which contains more information on the subject of English grammar than any other in existence—a work which embodies the results of a lifetime of experience and enlightened study, and which I consider as invaluable to any one who wishes to perfect himself in the knowledge of the construction of the language. I refer to the "Grammar of English Grammars," by Goold Brown, a book which no teacher, who is acquainted with its value as a book of reference and study, would willingly do without. Some idea of its character may be gained from the fact that the author has consulted, in its preparation, more than four hundred grammars, and of other books on language, over one hundred and fifty. The opinions of all the well known authors on grammar are freely quoted and commented on, and a decided opinion of his own, with good reasons therefor, given in all cases. It is safe to assert, that there is no material fact concerning the English language as it *is*, and as it is used by the best authors and speakers, which may not be found upon its pages.

We come now to a consideration of the methods of teaching grammar. And here I would remark, that I should unhesitatingly advocate an introductory course of oral instruction before putting the text-book into the hands of the pupil. As for primary treatises on the science, so many of which have been offered to the public, they are of but little value, compared with the oral explanations of a teacher who really understands the subject, and who has carefully considered the best way of introducing beginners into the study of it. The teacher can make the entrance into the new branch of learning far more attractive than it is possible for the scholar to find the dry definitions of the book. By means of familiar illustration, and the indispensable black-board, he can certainly impart a knowledge of the rudiments in a far more interesting as well as effective manner. This would seem to be true, theoretically, and I can say that my own experience has verified it in practice. When the scholar has learned the rudimentary definitions and the most evident rules of syntax, and has attained such a degree of readiness in parsing, as to dispose promptly of sentences which comprise

only the most ordinary constructions, then, and then only, should he take up the text-book. He will then be much more disposed to learn intelligently the contents of the book. He has already learned reasons for many things he finds there, and his experience in disposing of sentences upon the black-board enables him to learn his parsing lessons with facility. I wish, by no means, however, to be understood as giving oral instruction an undue prominence, or as recommending that it supersede in any manner the study of the book. It is simply as an *introduction* to the study of the book, that I should urge its practice. When, at the proper period, the book is taken up, the scholar should be obliged to obtain most of his knowledge from the book, and nothing short of absolute accuracy and thoroughness in learning the definitions and rules by memory should be accepted.

This is a point regarding which a great deal of pernicious nonsense has been written. Because, unfortunately, many scholars have learned grammar in too mechanical a manner, some reformers in education have fallen into the opposite error, and have imagined that a shorter way might be found to a complete knowledge of it than by the laborious method of committing to memory the definitions and principles of the text-book. I shall be excused here for quoting somewhat at length from the high authority to whom I have before referred. Says Goold Brown, regarding this error: "The fact, too frequently illustrated in practice, that the learner may commit to memory all the technicalities, definitions, and rules of grammar, and know but very little about the art, has been made the basis of the strongest argument ever raised against the study of grammar, and has been particularly urged against the ordinary technical method of teaching it, as if the whole of that laborious process were useless. It has led some men, even of the highest talents, to doubt the expediency of that method under any circumstances, and either to discountenance the whole matter, or invent other schemes, by which they hoped to be more successful. The hardships of children, compelled to learn what they did not understand, have been bewailed in prefaces and reviews; incredible things, boasted by literary jugglers, have been believed by men of sense; and the sympathies of nature, with accumulated prejudices, have been excited against that method of teaching grammar, which,

after all, will be found in experience to be at once the easiest, the shortest, and the best. I mean, essentially, the ancient positive method which aims directly at the inculcation of principles. It has already been admitted that definitions and rules committed to memory and reduced to practice, will never enable any one to speak and write correctly. But it does not follow, that to study grammar by learning its principles, or to teach it technically by formal lessons, is of no real utility. Surely not. For the same admission must be made with respect to the definitions and rules of every practical science in the world, and the technology of grammar is even more essential to a true knowledge of the subject than that of almost any other art. The only successful method of teaching grammar, is to cause the definitions and rules to be committed thoroughly to memory, that they may ever after be readily applied. Oral instruction may smooth the way and facilitate the labor of the learner; but the notion of communicating a competent knowledge of grammar, without imposing this task, is disproved by universal experience."

The teacher need not, and should not, confine the scholar to the exercises of the book. He should furnish numerous sentences, in addition to those given, in illustration of each new principle, and oblige the learner to compose them himself, and to repeat the parsing of them, until the new construction is thoroughly understood. And here I may say a word about parsing. As it is often practised, it is a dry, tedious, hesitating, unprofitable exercise; but it ought to be, and may be, made as interesting and attractive, as it certainly is useful and indispensable. Parsing is, in grammar, what the examples are in arithmetic—the practical application of the science—and the scholar who parses in an awkward and hesitating manner, is evidently not sufficiently grounded in the principles he is endeavoring to apply. There is no need, however, of compelling the scholar to continue the constant repeating of a well-known principle. A scheme of parsing should be adopted, which passes rapidly over the ordinary, frequently recurring points of construction, enabling the scholar to dispose of many sentences in a brief period.

The analysis of sentences, too, is one of the most effective exercises in imparting a good knowledge of the construction of the language; although, I have no doubt, that the subject is as much

over-rated by some grammarians, as it is under-estimated by others. Still, it is of much importance that the student of grammar should become so well acquainted with the principles of analysis, that a moment's consideration of an ordinary sentence will enable him to assign, without hesitation, to its members, their proper office and position.

But a step further: all we have hitherto considered is only the application of the science of grammar to language which is already constructed. It needs more than this to make correct speakers and writers. And here the direct influence of the teacher becomes of primary importance. His own use of language should be carefully correct. He should endeavor, in all his intercourse with his scholars, to use well-chosen words and the most appropriate forms of expression; not, of course, so pedantically precise as to be of little effect, and thus defeat his purpose, but such as are free from errors and accurate in their use. It is so ordered that children are above all, *imitative*, and careless and improper habits of expression are very readily caught up by young persons, and not by any means so readily abandoned. And the teacher should not only be attentive to his own use of language; he should be constantly on the alert to correct the errors of his pupils. What Dr. Barrow calls "the colloquial barbarisms of boys," are very difficult to eradicate, and require increasing watchfulness on the part of the instructor and the parent. It is necessary to correct them over and over again and never to let them pass unchecked. Another very important method of applying the knowledge of grammar to practice, and a subject which very seldom receives anything near its proper attention, is the exercise of English composition. Grammar really pertains more particularly to *writing* than to *speaking*. The etymology of the word itself from "*gramma*," a letter, is one evidence of this. No language which has never been reduced to writing can be properly said to have any grammar. But be this as it may, it is certainly true that the careful construction of sentences, under the supervision of the intelligent teacher, is one of the most valuable exercises connected with our subject, and should be attended to, not only from the very entrance of the scholar upon the study, but even before, on the same principle that errors in speaking should be corrected from the first entrance of the child into the school-room.

The subject of composition is too often misunderstood and neglected; it is too often made only an occasional matter of attention and is frequently the most irksome and dreaded of school-exercises, while if properly directed, it may easily be made one of the most interesting and instructive. The object is simply to accustom scholars to express themselves easily and correctly in their own language, and this is only attained by habit, and habit only comes by use. The *subject* upon which the scholar exercises his faculty of expression is a secondary matter. A letter to a companion, a description of the occupations of a Saturday or a holy-day, or an abstract of a geography or a history lesson, will afford as good practice in the construction of sentences, the proper use of capitals, and in punctuation, as an essay upon "Virtue," "Temperance," "The Seasons," or any other from the list of abstractions, so familiar to us as the regulation set of themes for youthful elaboration.

On us, then, as a closing thought, and on our fellow-teachers, chiefly rests the responsibility of preserving our language and transmitting it to those who come after us. It has been well remarked that the purity of a language depends, not upon the people at large, but upon authors and teachers. Let us, then, resolve to make ourselves thoroughly acquainted with it—by study and reflection to comprehend its spirit and its essential character. It is a noble language, destined without doubt one day to be the universal language of the earth. It is the most aggressive of tongues, and is now spoken more widely, in more centers of trade, than any other. It has shown itself better suited to the ever-extending purposes of civilization than any other. Its force, its simplicity, the absence of a complex terminology, the ease with which it may be acquired, all mark it as the leading tongue of the world, ranking in this regard far above the polished French, the majestic Spanish, or the mellifluous Italian. The only language which approaches it is the German, and its points of advantage over that are neither few nor unimportant.

Do not be led into the very common error that it is inferior to other languages on account of its irregularities. It has irregularities and numerous instances of want of analogy, but it is by no means destitute of analogy. It is full of the most beautiful and philosophical analogies, which its study cannot fail to reveal to the

thoughtful student. Believe not the cant on this head which it has almost become fashionable among teachers to believe and teach. Go rather to the works of such writers as Trench and Brown, and you will hesitate before you admit that the English language ought to be reduced to the dead level of uniformity which is so often held up as so much to be desired. You will rather believe, on the contrary, that changes in our language, like the changes in the government of a nation, are only to be admitted after due deliberation and free discussion have made it an evident fact that they are really desirable.

[For The California Teacher.]

ALGEBRAIC SUBTRACTION.

BY B. M.

I PREPARED the following scrap on algebraic subtraction for "THE TEACHER," at least three months ago, but was deterred from sending it in, by the fear that it might be too trivial, or that the same thing had occurred to everybody else who ever taught algebra, or that it might be contained in some algebra that I had not yet read.

A short time ago, however, I had my attention directed to an article on the same subject in a recent number of the "Massachusetts Teacher."

In that article, the writer expatiates with all the deliberation of a real discoverer on *his* style of explaining algebraic subtraction; which wonderful device was neither more nor less than the assumption of a point on a line as zero, and calling, by convention, units of distance in one direction positive, and those in the opposite direction negative.

Now, when I saw this stereotyped thing, so constantly used in the general discussion of problems, seriously put forth as something new in the pages of an educational journal, published where education was first invented, I began to think that a TEACHER published on the *tire* of the universe, might be allowed to contain some things not very new or startling and yet be in no danger of being laughed at.

But all the diffidence I was still encumbered with was at once dispelled on turning over another page or two; for there, under the head of "Mathematical," another writer, with all imaginable gravity, sets forth the astonishing fact that the method of proof by casting out nines as applied to addition and subtraction may be extended to multiplication and division: as though any common arithmetic could easily be found which does not contain the same information.

Now, I find no fault with the article to which I have referred, perhaps in too sarcastic a manner, for in the former I noticed some very excellent ideas on teaching principles rather than rules; but, it seems to me, that if in Massachusetts, where the best of material for an educational journal is unquestionably to be found in the greatest abundance, those who are familiar with the business of conducting such a journal do not hesitate to publish matter which has been many times in print, certainly, we of this new State need not be so diffident of using our pens as the dearth of contributions from the State at large in the pages of "THE TEACHER" shows the teachers of the State to be.

These considerations induced me to send the following:

No difficulty is ever experienced by pupils in subtraction when the quantities concerned are either both positive or both negative. It is only when a positive quantity is to be subtracted from a negative one, or the reverse, that any difficulty occurs in realizing the truth of the result: and, even then, if the operation be regarded as the finding of the difference of the quantities, the difficulty will vanish with that very consideration, or may be explained by means of the line as above.

But, when the operation is regarded as a real *taking away*, the pupil is frequently puzzled to appreciate the fact that *adding* a positive quantity is equivalent to *subtracting* an equal negative one, or vice versa.

From $+12$ it is required to subtract -8. We cannot take from $+12$ what is not contained therein; since, then, we are required to subtract -8 from it, we must infer that -8 *is* contained in it, but as it is not to be seen it must have been made to disappear by reduction. What then must the expression have been before the reduction took place? Clearly, $+20-8$, or the result could not

have been + 12. If, then, we restore the original expression, we may either really take away — 8, leaving + 20 as the result, or we may nullify its effect by adding + 8 and then reducing; but, when the original expression is not or cannot be restored, as in the case of literal quantities, the latter method is the only one possible; as thus: from + a subtract — b. As — b does not appear in + a, we must take it for granted that the original expression has suffered some reduction, and the result + a owes its form and value to the depressing influence of — b, with which it is affected. If we could really take away the depressing quantity, + a would at once expand, but as we cannot, we may nullify its effect by adding + b.

Although unnecessary, for the sake of completeness, I will consider a different case:

From — 5 subtract + 15. If + 15 were not contained in — 5, the subtraction would be impossible. Since then, we are to suppose that it *is*, we see that — 5 owes its present form and value to the expanding influence of + 15, with which it is affected. If this expanding quantity could be taken away, — 5 would at once sink down to — 20; but as we cannot take it away, we nullify its effect by annexing — 15.

[From the Indiana School Journal.]

NATIONAL TEACHERS' ASSOCIATION.

On the fourth of August we escaped from the heat and parched region of parallel 40° on the lake, to attend the National Teachers' Association at Chicago. As to drought, we improved our condition somewhat; as to heat none, save when we caught an aquatic breath from the lake. To any of our young readers who have not seen for themselves, we may state that Chicago is a *big* city, and Lake Michigan is a *big* pile of water. But we must leave preliminaries and come to our theme, the National.

This body met for its fourth annual session on the fifth of August, and remained in session until the evening of the seventh. The number of teachers present was variously estimated from eight to twelve hundred. The audience at times according to our best judgment,

ran as high as fifteen hundred, but by fair inference, not more than three-fourths of these could be claimed as teachers. On the last evening it was announced by the President that the Association numbered about eleven hundred members. Further, it was stated by him in his opening address, that this was the largest educational association ever held on this continent. All the northern States were represented. Additional, and to us gratifying, several of the southern States were represented—Missouri, Kentucky, Maryland, and it was said, we know not how correctly, Tennessee, North Carolina, and Virginia.

Now, reader, we suppose you are becoming impatient to learn who was there and what was said and done. We much regret that we will be obliged to disappoint you in a good degree at this point. We have not room to attempt a report of any of the addresses; anything less than thirty pages of our *Journal* would not give you a fair synopsis. We can give you but a few general points about speakers, subjects, and business. The number of set addresses and papers was somewhere from fifteen to twenty. Among the speakers were some of the most distinguished educators of the United States. Of these may be prominently named President Hill, of Harvard University, and Hon. Henry Barnard, LL.D., of Connecticut, Editor of the *American Journal of Education.* These two men have each a national reputation. Taking their efforts on this occasion as a standard of the men, Hill is the better thinker, Barnard the better speaker. Indeed we may say, and say truthfully, by *far* the better speaker. His style of speaking is easy, earnest, and direct, partaking much of the freedom of the platform speaker. Conducive to this, he has a fine physical development; the finest we ever saw in a man of scholastic pursuits. He is iron-gray, yet straight as at twenty, with a full chest, broad shoulders, and clear voice. For all these, so far as they are the products of his own efforts and care, we admire him. He demonstrates the fact that a man may be a student and yet retain a fine physical organism, at least fine in appearance; for, of his vigor we know nothing, save by inference.

In all the above points, Dr. Hill is the opposite; apparently feeble in person, feeble in voice, somewhat careless as to manner, seemingly oblivious of his audience. In the two addresses before

us, we cannot say he is a *larger* thinker than Barnard, but obviously a *closer*.

Should any personal friend of either of these men read the above, we again remind him that these remarks are based solely upon the addresses there made, no allusion being had to their respective positions or reputations.

Addresses were made by other gentlemen of ability, but of less reputation than that of the men named above. Among these we may name Hon. J. M. Gregory, Superintendent of Public Instruction, Michigan; E. A. Sheldon, Superintendent Public Schools, Oswego, N. Y.; Z. Richards of Washington, and others.

Without delaying with further particulars of these addresses, we may say for the information of interested parties, they, with the other proceedings of the Association, will be published in pamphlet form. When and where this publication will take place, we cannot now state, but may be able to do so at some future time.

Of resolutions and discussions—these were few: in our judgment by far too few for either the interest or profit of the Association. Few persons love to sit and be talked *at* three days in succession.

Among what we deem the more important of the resolutions are the following:

By I. Tuckerman, of Ohio:

Resolved, That a committee of three be appointed to report at the next annual meeting of the Association, upon the comparative merits of what is termed theoretical or general, and practical or specific instruction.

By George Ansorge, of Massachusetts:

Resolved, That singing should be taught to some extent in every public school, and that public teachers, by whom in most cases this branch will be cultivated, should cultivate their musical faculties as much as circumstances will permit.

By the writer:

Resolved, That a committee of five be appointed to consider and report sometime during the session, what are the duties of educators relative to teaching the *principles* of the Government, also the *rights* and *duties* of the citizen under the same.

In compliance with this resolution the committee reported the following, which was unanimously adopted:

WHEREAS, in a Democratic Government, wherein the people are of necessity the sovereigns, it is indispensable to the prosperity and perpetuity of such Government that these sovereigns, the people, understand the principles of

said Government; and *whereas*, the exigencies of the times demand the highest intelligence, and purest patriotism; therefore,

Resolved, 1. That it is imperative that the History, the Polity, and the Constitution of our Government be taught in all our schools, wherein the maturity of the pupils is equal to the subjects.

Resolved, 2. That this Association earnestly commends this subject to the attention of teachers, trustees, and committeemen throughout the nation.

Resolved, 3. That this teaching should never be prostituted to the inculcation of merely partisan sentiments and principles.

Teachers of Indiana! will you take notice of the spirit of these resolutions and so far as practicable, act in accordance with the same? Let us teach the History, Polity, and Constitution of our glorious Government, also love of country, devotion to the Union and obedience to the laws; then *the monstrous political heresy of secession can never be reënacted in this Government.*

Our space forbids further continuance of resolutions, save to give the substance of one which we learn through the reporters; namely: That no one who is not avowedly loyal, and openly and heartily in favor of the suppression of the rebellion, should be intrusted with the responsible duty of training the young.

The officers elect for the ensuing year are W. H. Wells, of Chicago, President; D. N. Camp, of New Britain, Conn., Secretary; Z. Richards, of Washington, D. C., Treasurer; with twelve Vice Presidents and eighteen Counselors. These officers and Counselors constitute the Board of Directors which determines the programme and place of meeting for next year. The place of meeting is, so far as we know, undetermined, whilst a part of the programme is already made out and adopted. This stands thus: Lectures or Papers:

A system of Free Schools, comprising Primary, Grammar, and higher grades for each State—Dr. McJilton, Baltimore.

The Grading of Town, Village, and Country Schools—A. S. Kissell, Iowa.

One or more Normal Schools should be established and maintained at public expense in each State—Richard Edwards, Ill.

A Professor of the Science of Teaching should be appointed in each important College or University—President Hill, Harvard University.

The Teachers of each State should establish and sustain an Educational Journal—G. W. Hoss, Indiana.

Teachers' Associations should be organized and maintained in each State, county, and town—J. W. Bulkley, New York.

Educational men should be appointed to fill educational offices of all descriptions—E. P. Weston, Maine.

Competitive examinations should precede appointments to places of trust—Hon. Henry Barnard, Conn.

The amount of Religious Instruction desirable and attainable in the Public Schools—Hon. J. M. Gregory, Michigan.

A National Bureau of Education should be established by the Federal Government—Noble Butler, Ky.

Readers, we have given you a very fragmentary account of the proceedings of this Association, yet as full as our space would permit. Hoping the few points which have been given may be of some interest, we leave the subject, earnestly desiring that many of you may be able to go next year and see for yourselves.

PROGRESSIVE DEVELOPMENT OF THE HUMAN FACULTIES BY EDUCATION.

We quote the following valuable remarks from the introductory address delivered before the American Institute of Instruction, at their twenty-fifth annual meeting, in Providence, by Rev. Dr. Wayland:

So far as I see, in the course of instruction marked out for young persons, but little respect is paid to the progressive development of the human faculties. A certain amount of time is allotted to education, and the earlier the age within which this period is passed over, the better, and the greater the number of studies that can be crowded into it, the more satisfactory is supposed to be the result. If a pupil can be made to repeat the text-book correctly, it is all that is demanded. Hence we see in the courses of study for mere children, subjects which can only be comprehended by the mind at the period of manhood. The result is unhappy. The pupil leaves school, as it is said, thoroughly educated, but utterly disgusted with the studies which he has pursued, and resolved hereafter never to look at them again; a resolution to which he frequently adheres with marvelous pertinacity. But this evil is confined to no grade of schools. It exists, if I mistake not, in our more advanced seminaries of learning. Many of our pupils are employed in studies which they cannot understand, and in which, of course, they can find no pleasure. I know very well that I read Cicero's Orations ten years before I could understand an oration of Burke. I read Tacitus long before I could comprehend

Hume; and Horace when I had no power of appreciating Burns. I had finished my course in rhetoric some years before I had any distinct conception of beauty of style: and long after I had gone through Stewart, I should have been puzzled to distinguish between perception and conception. I presume that now we are doing better, but I should not be surprised if there were found many now studying the Greek tragedies, who can see no beauty in Shakspeare, and poring over the "Oration on the Crown," who would think it a task to read an oration of Webster.

I fear that it is from this cause that our pupils take so little interest in their studies. They come to them as to a task, glad when the task is intermitted, and happy when it ceases altogether. This should not be so. The use of the intellectual faculties is intended to be a source of happiness, and there must be some error where this result does not follow from the use of them.

STORY OF SCHOOL.

THE red light shone through the open door,
From the round declining sun;
And fantastic shadows, all about,
On the dusty floor were thrown,
As the factory clock told the hour of five,
And the school was almost done.

The mingled hum of the busy town,
Rose faint from the lower plain,
And we saw the steeple over the trees,
With its motionless, golden vane,
And heard the cattle's musical low,
And the rustle of standing grain.

In the open casement a lingering bee
Murmured a drowsy tune,
And from the upland meadows, a song,
In the lulls of the afternoon,
Had come on the air that wandered by,
Laden with scents of June.

Our tasks were finished and lessons said,
As we sat all hushed and still,
Listening to the purl of the brook,
And the whirr of the distant mill,
And waiting the word of dismissal, that yet
Waited the master's will.

The master was old, and his form was bent,
And scattered and white his hair;
But his heart was young, and there ever dwelt
A calm and kindly air,
Like a halo over a pictured saint,
On his face marked deep with care.

His eyes were closed, and his wrinkled hands
Were folded over his vest,
As wearily back in his old arm chair,
He reclined as if to rest;
And the golden streaming sunlight fell
On his brow, and down his breast.

We waited in reverent silence long,
And silence the master kept,
Though still the accustomed saintly smile
Over his features crept;
And we thought, worn out with the lengthened toil
Of the summer's day he slept.

So we quietly rose and left our seats,
And outward into the sun,
From the gathering shade of the dusty room,
Stole silently one by one—
For we knew by the distant striking clock,
It was time the school was done,

And left the master sleeping alone,
Alone in his high-backed chair,
With his eyelids, and his withered palms
Folded as if in prayer,
And the mingled light and smile on his face,
And we knew not Death was there.

Nor knew that just as the clock struck five,
His kindly soul away,
A shadowy messenger silently bore
From its trembling house of clay,
To be a child with the Saints of Heaven,
And to dwell with Christ alway!

Resident Editors' Department.

THE SONOMA COUNTY TEACHERS' INSTITUTE—Met at Santa Rosa, Sept. 23d, and continued in session three days.

H. G. Ames, Esq., County Superintendent of Public Schools, presided, and Chas. E. Hutton, was chosen secretary.

The Institute was attended by some thirty-five teachers. Superintendent Ames delivered a very able and practical address, which was received with unbounded satisfaction.

Class Institute exercises were conducted by various teachers and by the Superintendent of Public Instruction.

A movement was set on foot to establish a County Teachers' Library, and the teachers confidently expect to raise five hundred dollars for that purpose. We trust Sonoma County will prove the pioneer county in this most excellent movement. Measures were also taken to circulate petitions to the Board of Supervisors to raise the county tax from ten to twenty cents on the hundred dollars. Sonoma County is waking up in educational matters. We heartily wish the teachers of the County could *lynch* the Supervisors into paying the County Superintendent a salary commensurate with his ability and the vast amount of labor he is called upon to perform.

El Dorado County, with no more schools, and no more labor required, pays its County Superintendent a salary of $1,200 per annum.

Messrs. Supervisors, you have a County Superintendent second in point of ability to none in the State—you ought to pay him a better salary.

NAPA AND SOLANO COUNTIES.—A joint Institute of these two counties was held at Napa, commencing on the 15th of September, and continuing in session four days.

Rev. A. Higbie, County Superintendent Napa County, presided. About twenty teachers were in attendance.

Addresses were delivered by Prof. Swezey, Mr. Rose of Benicia, Mr. Higbie, Mr. Carter, Mr. Cummings, and the State Superintendent.

Class exercises were given by Mr. Smith, and the Superintendent of Public Instruction.

Solano County sent a fair delegation of teachers; but Napa turned out poorly. It might have been expected in a county *which had not furnished a single subscriber for the* CALIFORNIA TEACHER. How could they be expected to appreciate Institutes?

The county was redeemed from the disgrace, however, at the Institute, by Prof. Turner and John N. Smith, whose names were added to the subscription list, and who ought to be regarded in the light of public benefactors. Napa County is good for wheat, but the teachers evidently have been struck with mildew.

S. S. WILES, Esq.—The efficiency of this retiring County Superintendent's services in Santa Clara County, was gracefully acknowledged by the teachers under his charge, as appears from the following, which we take from a recent number of that flourishing young journal, the *San José Patriot:*

A pleasant affair came off at the County Institute, on Saturday last, just before adjournment. Mr. Bush, in behalf of the Teachers of the County, presented a valuable book, "Lippincott's Geographical Gazetteer," to Mr. Wiles, as a slight token of respect and approbation of his untiring zeal in the cause of education. Mr. Wiles, though apparently very much surprised, having had no intimation of their intention, responded in a neat speech, thanking them for this manifestation of their regard, and assuring them that he should prize it not only for its intrinsic value, as a book of reference, but as a memento of the pleasant and he hoped profitable intercourse between them during the period of his service.

SEPARATING THE SEXES IN SCHOOL.—On this point, Mr. Stowe, a celebrated Glasgow teacher, uses the following language:

The youth of both sexes of our Scottish peasantry have been educated together; and as a whole, the Scotch are the most moral people on the earth. Education in England is given separately, and we have never heard from practical men that any benefit has arisen from the arrangement. Some influential individuals mourn over the prejudice on this point. In such, a larger number of girls turned out badly who had been educated in one until they attained the age of majority, than those who were otherwise brought up. The separation of the sexes has been found to be injurious. It is stated on the best authority, that of those girls educated in schools of convents, apart from boys, the greater majority go wrong within a month after being let loose in society and meeting the other sex. They cannot, it is said, resist the slightest compliment or flattery. The separation is intended to keep them strictly moral; but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat, that it is impossible to raise the girls as high, intellectually, without boys as with them—and it is impossible to raise boys, morally, as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this—girls are morally elevated by the presence of boys, and boys are also intellectually elevated by the presence of the girls. Girls brought up with boys are more positively moral, and boys brought up in schools with the girls are more positively intellectual, by the softening influence of the female character. In the Normal Seminary, at Glasgow, the most beneficial effects have resulted from the more natural course. Boys and girls, from the age of two or three years to that of fourteen or fifteen, have been confined in the same class-room, galleries, and play-grounds, without impropriety, and they are never separated except at needle-work.

EASTERN EDUCATIONAL INTELLIGENCE.—*New York State Teachers' Association.*—At the eighteenth annual meeting of this body, at Troy, N. Y., July, 1863, the following resolutions were adopted:

WHEREAS, Observation is the primary condition of knowledge; therefore

Resolved, That the perceptive faculties should be carefully cultivated by the parent and the teacher.

Resolved, That, in all early education, the paramount object is the development of the child's faculties, and therefore only those subjects of instruction should be employed which are best adapted to quicken perception and awaken thought, both moral and intellectual, and the teacher should impart, or assist the child to acquire, only that amount of scientific truth which has a practical bearing upon the facts falling within the child's own observation, or upon kindred, or related facts, furnished by the teachers, or by reading, and such as may lead him to farther acquisitions.

Resolved, That language, being essential to the full exercise of the child's faculties, and being necessary to man's condition as a social being, as next in importance to the education of the senses, it should be cultivated as an aid to the memory, as a means, and lastly, as an instrument of thought, and taught after the following order: the idea first, language afterwards; and that in the relation of words as names, or expressive of ideas, reference should be had not alone to the current language of the circle in which the child moves, but to his wants and necessities in naming and describing objects in nature, and in the utterance of thought.

From the Committee on Resolutions:

WHEREAS, There is resting upon our beloved land a cloud of calamity which overshadows its brightest prospects, and we are passing through an ordeal scarcely less severe than that of the Revolution; and *whereas*, it is now, as it was in those other "troublous times," the duty as well as the privilege of every friend of his country to "define his position" as such; therefore, that *our* position in this crisis may be distinctly understood, be it

Resolved, That we have read, and do believe, that "There is no power but of God"; that "the powers that be, are ordained of God"; and hence we conclude that Civil Government is a Divine Institution, and not a mere social compact.

Resolved, That obedience to human law, when it does not necessitate a disobedience to the Divine commands, is a *religious* as well as a moral duty.

Resolved, That the support of our Constitution and Laws is the duty of every American citizen; that all we have, all we are, and all we hope to enjoy in this world, we owe, under God, to our Government; and so much we are ready at all times to lay upon the altar of our country.

Resolved, That having been taught by the Inspired Volume, that "He that resisteth the Power, resisteth the ordinance of God," we can have no fellowship with rebellion in any form; nor can we countenance those who by any means, direct or indirect, give aid or comfort to the enemies of our National Government.

Resolved, That, in our present conflict, we recognize the Divine hand, stretched out, not to destroy, but to humble, and so to purify and bless us; and we look for success, to our army and navy, only in so far as it may please God to give us the victory through them; and, thankful for what He has already done for us, we supplicate of Him a speedy termination to our National troubles.

Resolved, That in the present exigencies of our nation, we are called upon so to modify our plans of action in educational matters, as to adapt them, not only to the present demands of society, but also, as far as possible, to such future contingencies, as may, to a well regulated judgment, assume an appearance of probability.

Resolved, That we recognize now, more than we have ever done before, the necessity of giving to *all* the youth of our land a distinctively *American education*.

The following letter to the Association, from Prof. Guyot, to whose Wall Maps we call attention in another part of this number, will be read with interest:

PRINCETON, N. J., July 27th, 1863.

MY DEAR SIR:—Since I wrote to you my last note, the condition of my voice has failed to improve, and I reluctantly came to the conclusion that it would be unwise for

me to attempt, as I had cheerfully agreed to do, to address the Association now about to assemble in Troy. I all the more regret my inability to perform that assumed duty, that I hoped to be able clearly to illustrate, by means of my new Map of North America, especially colored for the purpose, the close and absolute dependence of the laws of climate, the relative fertility and the distribution of the great agricultural staples peculiar to our continent, upon the physical configuration of its surface and its outlines; and at the same time, to point out the vast influence of these natural and permanent conditions of the continent upon the mode of growth, the present social condition, and the future prospects of this nation.

I thought that this would be the best method practically to show the intimate relations of the various branches of geography, physical and civil, and from these relations to derive the principles of a method of geographical teaching truly natural, that is actually indicated by the nature of the object to be studied.

It is self-evident that in geography, where *forms* and *relative situation* of material objects underlie all the other phenomena, the first foundation must be laid by the method of object-teaching. It is not less so that the study of a good and faithful physical map, which is the only substitute possible for the object itself, ought to be the first and primary step required from the pupil; the one without which all the others can be but failures. I cannot enough recommend to the consideration of my fellow-teachers in that branch of learning the simple truths just stated.

I remain, dear sir, with much regard,

Truly yours, A. GUYOT.

JAMES CRUIKSHANK, LL. D., Cor. Sec. Teachers' Association State of New York.

The meeting was evidently enthusiastic; the attendance large; the Reports of Committees able; the addresses good; and we regret that want of space compels us to give so brief a notice of so important a meeting. If any teachers, however, desire a full account, we recommend them to subscribe for the *New York Teacher*, one dollar a year, in advance; address J. Munsell, Publisher, Albany, N. Y. This is one of the pioneer educational journals, having recently entered upon its thirteenth volume. Its resident editor, Dr. James Cruikshank, stands second to none of the noble band of educators in the Empire State. We have never heard of a person who would part with his complete files of the *New York Teacher* for five times the money they had cost.

STATE NORMAL SCHOOL.—This Institution has been removed from Fourth Street to Assembly Hall, corner of Sutter and Kearny streets. Mr. Carlton has entered upon the performance of his duties, and the prospects of the school are very favorable. Students may now enter with every assurance that the special work of fitting themselves for the teachers' profession can be successfully carried on. We hope to hear of many accessions to the school. Let our friends from the interior be sure to spend an hour at Assembly Hall, when they visit the city.

OUR CORRESPONDENCE.—It has occurred to us that a little space in each number of THE TEACHER might profitably be set apart for extracts from letters received at our office, where our friends can have a word passed on to the fraternity, without the formality of "writing for the press." To illustrate the idea, take this, which is simply told, occuring in a business letter, and yet interested the editors more than sundry set "articles" of fifteen pages foolscap:

This district is on the hills, * * * and needs a school and a missionary teacher. I have taught here four months in the cheapest kind of a barn, not a pane of glass, set

on the top of a very steep hill, with only a horseback trail through the brush. I should like the CALIFORNIA TEACHER, if you please.

We do "please" to send THE TEACHER to every such locality, and only regret that we cannot send back the dollar which was inclosed, as well as the journal. But after all, we might as well keep the dollar, as there can be no chance for our patron to spend it in that small place.

GREENBACKS.—We are about to take a long text to preach a short sermon from, and we beg our friend, Superintendent Wells' pardon for the use we make of his letters.

CHICAGO, July 30, 1863.

To the Publishers of the California Teacher:

Inclosed please find $1 00 to pay my subscription to the CALIFORNIA TEACHER one year. Yours truly,

W. H. WELLS.

We found inclosed a dollar greenback, and acknowledged its receipt as follows:

SAN FRANCISCO, CAL., Aug. 24, 1863.

WM. H. WELLS, ESQ.

Dear Sir:—Yours of 30th July, inclosing one dollar (greenback) is received to day. We had previously put your name on our free list as one of the apostle of education whom we ought not to charge; but our mercenary motives prevail to such an extent we can't think of sending back any money that once comes into our possession. We therefore credit the General Fund with six "bits," the current value of greenbacks in this longitude, and with sentiments of gratitude therefor, superimposed on our high personal esteem, we remain,

Yours very truly,

Per —— —— EDS. CALIFORNIA TEACHER.

In due course of mail we received the following with thirty-five cents in postage currency:

CHICAGO, Sept. 18, 1863.

—— ——Esq.,

My Dear Sir:—Nothing was further from my intention than to send you a short weight subscription for the CALIFORNIA TEACHER, which certainly promises to be worth a gold dollar. I saw only the price named at the bottom of the title page; and though I knew you had a substratum of gold, I never suspected that your currency rested on a specie basis till your letter and circular called my attention to the fact. You will pardon me, then, if I insist on inclosing the balance of a full paying subscription.

With sincere thanks for the kind and courteous tone of your letter, I am,

Yours very truly,

W. H. WELLS.

So much for the text. The sermon is, that we desire to announce to the United States as a great fact worthy of all good citizens' attention—inasmuch as all good citizens wish to know the proper method of paying for the CALIFORNIA TEACHER—that in this State gold and silver are understood to be money, and that other circulating mediums, as potatoes, greenbacks, corn, grapes, etc., are taken at what they will bring in money. As brother Wells didn't know it, the probability is that the masses of the people at the East *need* the enlightenment this sermon is designed to give them.

PROF. GUYOT'S WALL MAPS.—We have had the pleasure, through the courtesy of A. Roman & Co., of examining a part of the maps of this series, comprising South America, Europe, and the United States.

Scientific men, as well as teachers, have been looking forward to their publication with deep interest, and the results exceed the most sanguine expectations. For accuracy, beauty, freshness, clearness, and harmony, they excel any before published either in this country or in Europe. Those teachers who have read "Earth and Man" need not be told, that few men live, so well fitted to prepare such a set of maps.

He came to the United States in company with Prof. Agassiz—and in Physical Geography, occupies a place corresponding to that of Agassiz, in Natural History.

The complete works of Prof. Guyot are now being brought out on a scale corresponding to their merit by Charles Scribner, of New York, involving an expenditure of $40,000.

It is the intention of the author and publisher to furnish maps and text-books adapted to all grades, from the Primary School to the University.

The publication of these works marks a new era in the study of Geography.

The miserable collection of names of innumerable towns, rivers, cities, capes, bays, etc., etc. down to infinity, will disappear. Their occupation is gone.

Geography will soon be taught as a science that shows how the Great Creative Hand can be traced in all its departments; that the earth is an organic total, fitted for the home of man; that there is a "life of the globe;" that design is exhibited in all its members; that mountains, rivers, seas, and oceans influence the progress of nations; that LAW rules universal, all over the face of the globe; that everything is adjusted with the most exquisite harmony—in fact, that Geography is a science, second in interest to no other—excepting, always, arithmetic with which the multiplication-mad teachers "discipline the mind."

Prof. Guyot was, in early life, a pupil of Carl Ritter and Alexander Humboldt. He early became an earnest investigator of the natural world; the mountains and glaciers of his native land were his school rooms; and since his removal to this country, he has become familiar with its mountain ranges, and physical features.

We may well feel proud of the publication of such works in our own country—the author's adopted home. Will any one dare say there is no improvement in school text-books? A School Trustee, in one of our rural districts, objected to the "State Series," on the gronnd that they were full of "Abolition." Prof. Guyot's Map of the United States is full of Union speeches—for every mountain range, and every river, and every slope is stamped UNION. Look out for the maps then: there may be a "nigger on the fence," and secession trustees should be cautious how they invest their money!

THE

CALIFORNIA TEACHER.

DECEMBER, 1863.

Vol. I.] SAN FRANCISCO. [No. 6.

[For The California Teacher.]

PRIMARY SCHOOLS.

BY QUILL.

"Childhood shows the man
As morning shows the day."

FROM the moment an infant turns his eyes to follow the candle as the light from it crosses the line of his vision, his education has commenced: he has become conscious that there is something in life which he does not comprehend. The impression of the object seen will linger in the consciousness of the child, until it learns that the name of the strange thing is light. Should the child in process of time, ascertain the origin and properties of light, he will have passed through those mental processes by which knowledge is generally acquired. To familiarize the child with these processes, or to enable him to receive correct impressions of material objects, and to acquire their names and their natures, uses, and relations, and finally to arrange, describe, and reason from the facts thus obtained, is the province of an educator. Such training and instruction as this the child rarely receives at home, and therefore he is sent to school at an early age, that he may laboriously extract from books that knowledge of the material world which he could acquire with almost unconscious effort, were he taught by the voice of an instructor and in the presence of nature and her myriad shapes.

Not knowing the intent of his irksome school-tasks, the child soon regards the school-room as a mere prison; plodding along the hard road of learning with no definite aim, and nothing bright in perspective. Is it strange that he looks upon his school, his teacher, and his books as so many obstacles in the way of his enjoyment? Is it a wonder, then, that we have so many truants? or that when a child is sent from home in the morning, he should linger on the road to school? risking the punishment inflicted upon tardy scholars, rather than withdraw from the study of nature which he loves, and be immured within the four walls of a school-room? Within that circumscribed space, there is most commonly nothing to interest the active-minded scholar, and, more particularly, if possessing a nervous temperament, he has to sit under the vigilant eye of a teacher, who has no sympathy with his instincts, and whose sole office seems to him absorbed in showing that certain printed characters are called A, B, C,—1, 2, 3,—and that if they be put together, some how or other, they will spell *ba*, *ta*, *ra*, and the like. What young school-boy will not rather stay from school and blow air-bubbles, watching them rise and wondering what makes them do so, than remain in school and be told the cause of this phenomenon? If he have no practical illustration of the fact, will not such an one forget by night both the statement and the reason of the fact? The present system of "Object Teaching," introduced into our schools, obviates in a great measure, the evil of which I speak, and by appealing to the powers of observation in the child it leads him to conceive clearly the nature and practical uses of books. Besides it gives him an incentive to learn, so that he may search and find for himself the hidden causes of things. Yet this system, with all its merits, will fail without the aid of the teacher, especially when instruction is to be given to children who are not old enough to employ their reasoning faculties aright. At such a time it is the province of the teacher to make her instruction interesting, to expatiate upon the topics considered, in terms perfectly comprehensive to the little ones; to wipe away the erroneous impressions that will often enter their crude and awakening minds; to cause them to think, and if they cannot come to a correct conclusion, to form such for them. Let the pupil know that there is a reason to be arrived at, and that it has been found by close applica-

tion and research on your part, and that this very system and discipline, which he is called upon to acquire, will bring about the desired result.

The instruction given should be such as a child would gather at his mother's knee; that is, conversational, kind, and gentle. The teacher, indeed, should endeavor to fill the natural relation towards her pupils. It is said that some of the most noted Roman mothers (among others Cornelia, the mother of the Gracchi) became governesses, that they might learn to be mothers, and well did they succeed. This, if no other thought, should inspire the teacher to excel; for it is, perhaps, cultivating herself to perform more faithfully her mission upon earth. She should study the nature and disposition of the child, that she may the more easily reach its heart, for when that has been gained, her influence is second only to that of the mother. Great is the teacher's responsibility—boundless her reward—though few there are who can fill the position with success; let such as can, glory in their ability. We do not seek the most skillful gardeners to train the almost matured tree; it is the tender sapling that receives our most careful solicitude, lest it acquire a twist in its growth which can never be removed.

If there be any parallelism between children and plants, and we think there is, for in speaking of either, we can use appropriately the terms, "nursery," "to train," "to develop," "to stunt," etc., we are led by analogy to claim the most skillful teachers for the young children usually found in primary schools.

And we will go still further, and give it as our opinion, founded on observation and experience, that men were never designed by nature to teach children the elements of knowledge, or to direct the earliest development of their minds and hearts. Do men claim to possess the gentle voice, the soft touch, the sensitive heart, the *esprit mobile* of woman? If they do, why don't they stay at home and mind the baby, or advertise to nurse the sick? Grant, then, that women alone should instruct young children—but that is not enough to admit. We contend that young girls who are in their teens are not suited for teaching in the lower primary grades of our schools. The children in those grades are fresh from home and the kindly influences of a mother's care. Is it not irrational to suppose that a young girl, just out of school herself, even though she have a cer-

tificate of qualification to teach, can fulfill towards these little home-fledgelings, the duties of mother? Do you expect the young teacher to take charge of fifty children, to keep them quiet on the hard benches four hours a day, to excite in them curiosity for knowledge, and to develope their social and moral affections? Very few parents are capable of doing such a work as this; and if an inexperienced teacher can accomplish more in the mental or moral training of children than parents can do, she must be a *rara avis*. The truth of the matter is, that success in primary teaching depends mainly upon the natural gifts of the teacher: hence, a bright, joyous girl, with an affectionate heart and native tact, will sometimes suçceed when an older head has failed. In almost every instance, however, where success has been achieved in this field, the teacher has united mature judgment and long experience with an amiable and cheerful disposition, a certain amount of social accomplishment—as singing and agreeable manners; while to these she has added a good stock of available knowledge, and above all, a mind fertile in expedients.

[For The California Teacher.]

DISTRICT SCHOOL TRUSTEES.

UNDER the revised school law, trustees are elected for the term of three years. It is a matter of wonder and astonishment, that this simple provision for advancing the interests of the schools was not thought of and adopted years ago. The evils of the old system of annual elections for one year, are self-evident. It requires at least one year for any ordinary citizen to become familiar with the duties of the office; and just at the time when he knew how to do his duty, he was turned out, and another apprentice taken, to try his hand at blundering.

Each new board had its pet teacher to be employed, and the old teacher was compelled to make his annual migration to another climate. One board employed a female teacher; the next, wanted a male teacher. No record being kept, each new board depended on tradition for its knowledge of the doings of the preceding one. All petty district squabbles and bickerings ended in an annual fight at the ballot box. The teacher had little inducement to do his duty

faithfully, for the "new board" knew nothing of him, and cared less. If the teacher by chance offended some troublesome parent by enforcing wholesome discipline, and the "board" sustained him, the "next election" settled the fate of both. Half the school districts in the State are suffering to-day from the "parties" and animosities engendered by this system.

As now constituted, the board will always have a majority of members thoroughly familiar with the routine of official duty. A good teacher will hold a permanent position, and fewer "favorites" and "relations" will be quartered on the schools. A record of proceedings will be kept; a financial report will be kept; reports will be made at the proper time; trustees will become familiar with the school law; fewer blunders will be made; fewer teachers will lose their salary; good teachers will be better appreciated; poor ones will lose their occupation; and a better condition of things generally must prevail.

The importance of the duties of trustees cannot well be over-estimated. They are the executive agents of the people, and the exponents of their wishes. They should be men fitted to mold the public sentiment of the district. All the efforts of the State, of the Superintendent of Public Instruction, and of County Superintendents, may be made by them of no avail whatever. Their powers and duties are numerous and varied. They expend all the money raised by State, County, and District taxes, and rate bills, for school purposes; they employ and dismiss teachers; they provide maps, black-boards, furniture, and school apparatus; they prepare plans for school-houses; admit or expel pupils; provide books for indigent children; fix the amount of rate bills; assess and collect district taxes; fix the rate of teachers' wages; appoint the school census marshals; visit the schools and make the reports on which are based the returns of County Superintendents to the Superintendent of Public Instruction.

If they choose to employ an illiterate and incompetent teacher, the public money is wasted. If they erect an ill-planned, ill-ventilated, ill-constructed school-house, it remains for many years, a monument of their incompetence. If they build none at all, the children remain in hovels "which disgrace the State." If they reduce the rate of teachers' salaries to the wages of a common

laborer, there is no redress. If they take no measures for assessing a district tax, the children remain untaught, or only half-taught. If they think an old water-bucket, a battered tin dipper, and a wornout broom all the school apparatus necessary, the teacher must lose half his labor from want of the proper appliances of education. If they refuse to sustain the teacher, he must take up his bed and walk. If they make incorrect reports, they cannot be corrected elsewhere. If they make no returns, the district loses the public money, the children are defrauded of their rights, and there is no penalty attached.

Is the office of school trustee, then, one of little importance? Does it not require good judgment, common sense, experience, and above all, a living faith in our American System of Public Schools?

[For The California Teacher.]

KINDERGARTEN SCHOOL.

Whatever may be said about the merit of California educational institutions, it must be admitted that our young State lacks nothing of variety and splendor in its school nomenclature. What with her universities, colleges, collegiate and classical academies, ladies' seminaries, law and medical institutions, she plays a brilliant *rôle* among the galaxy of States.

Among this glittering array of titles the name of public school sounds as homely in our democratic ears as does "Mr." pronounced after "His Royal Highness," or "Don Cæsar de Bazan." The contrast suggests to us the appearance of Ben Franklin at the court of Louis XVI.

Prejudiced as the recollection of our *Alma Mater* makes us feel towards the euphonious names with which many of our private schools have bedecked themselves, yet we heartily welcome the Kindergarten, outlandish though its name. This school has just been opened in this city, by Prof. Miel, late of Harvard College, Mass. As its name suggests, the school is designed specially for children from the age of three to six years, who are gently led over the threshhold of learning, by the seductive charm of flowers, music,

games, pictures, and curious objects. The Kindergartens owe their origin to Pestalozzi, who inaugurated the system of Object Teaching in Prussia, as early as 1809. During the past few years, Kindergartens have been successfully established in New York and Boston.

Those who feel an interest in this, to us, novel mode of primary education, would derive great profit from studying the Kindergarten Guide, by Miss Peabody and Mrs. H. Mann, and Object Lessons, by E. A. Sheldon.

In this connection, we would mention Willson's Readers and Charts, Philbrick's Tablets, and Wells' Graded School.

[For The California Teacher.]

BOTANY.

As we have no manual of our California flora to enable teachers to study the vegetation in their vicinity, and to introduce the study of botany in their schools, I take this opportunity to inform my fellow-teachers that I am willing to determine their collections. If they will send me numbered duplicates thereof, post-paid, I will determine the specimens as soon as possible and will send the names with their respective numbers. In this manner the expense of returning the specimens will be saved.

In regard to collecting, I will make some general remarks. Procure as far as possible herbaceous plants, roots, root leaves, blossoms, and seeds. The plant should be spread on blotting paper (preserving as much as possible its natural shape), and then pressed. The papers containing the specimens are to be spread upon the floor at night, and during the day again pressed; thus continue until they are perfectly dry. Then add a label, stating time of collecting, the soil, etc. But as different families of plants require a different state of maturity in order to be determined, I must make a few more remarks on them individually. Of plants belonging to the leguminous family (pulse family, peas, beans, etc.), the blossom as well as the ripe pod should be procured.

Umbelliferous plants (parsley family) should be collected with well-nigh matured seeds; composite plants (*compositae*, such as the sunflower) also with matured seeds; willows, with both kinds of

flowers, male and female; bushes and plants belonging to the sedge family, with well-nigh matured fruits (seeds); grapes, when in blossom; mosses, with ripe capsules (seeds) in March—June. Of oak trees, the ripe acorns and cups on small branches with a few perfect leaves; of maples, leaves and fruits; of coniferous plants (pines, spruces, cedars, etc.), a branch with cones, containing perfectly ripe seeds. Address: Henry N. Bolander, San Francisco.

[For The California Teacher.]

PHYSICAL TRAINING.

RETURNING to the Atlantic States, after the absence of a few months in Europe, one cannot but be struck with the immense difference between the physique of the burly Englishman, and his angular, nervous descendant in the New World. Contrasted with the rotund, rosy matrons and athletic country-squires of England, or the phlegmatic but robust German, everybody at home looked sick and miserable.

In California the American peculiarities of physiognomy are too often intensified. The women are still more sallow and sad; the men more haggard, bold, and careworn. One turns with a feeling of peculiar relief to the "goodly growth" of California children; yet, the question must at once suggest itself, Are these nobly-endowed, large-brained children to be converted, in a few years, into the pale, prematurely-aged men and women that everywhere meet us?

If *perfect health* is the exception, rather than the rule among us as a people, we must take it for granted that our social system, our habits of life, in America, are unfavorable to developing and sustaining physical excellence. What is the duty of the teacher in regard to this subject?

The stress laid, of late, upon the study of physiology in our common schools, indicates the popular wish to do away with that ignorance of hygienic laws, which is the fruitful source of so much of the physical suffering of the world. The necessity for introducing and insisting upon such a study is so self-evident, that it seems a work of supererogation to argue the point. The most

important consideration, at present, is this: Is physiology usually so taught as to be *immediately* and practically *useful?*

Knowledge that cannot be made to bear interest, at once, in the business of life, is the talent buried in the earth. It is not enough to teach the *law*, if the *application* of the law is not taught at the same time. The principal of the boarding-school, who explained so beautifully the motive apparatus of the human body, and took his pupils out to walk half an hour once a week, is no rare example of the manner in which the great truths upon which so much of the weal or woe of the pupil depends, are illustrated and enforced! To show the foundation and office of the lungs, and *not* to ventilate the school-room, and explain *why* it must be done, and the consequences of neglecting to do it, is teaching worse than thrown away. It is worse than thrown away, because it proves *how little the teacher values* the knowledge he has just been imparting!

Do not be afraid, in connection with teaching physiology to criticise, and that *severely* and *minutely*, habits and manner of life. Do not say such criticisms and instructions may offend, or that it is exclusively the office of the parent to endeavor to regulate the clothing, diet, and exercise of his child. This is the *vital* portion of the lesson. The teacher, who is not in *advance* of the popular sentiment of his age, must step aside for the larger eyed, the longer brained man or woman, who looks further and deeper into the mysteries of life than other men. The teacher, beyond all others, must look to the future, for the results of his labor. He is gazing now upon the unfurrowed brow of childhood, but must never lose sight of the fact, that he may be stamping upon those minds impressions which will last through life, and make that life a nobler and better thing than it would otherwise be!

[For The California Teacher.]

ORDER.

ORDER admits of *qualities*, as well as *gradations*. Two classes may be subjected to such discipline as will insure the same *degree* of order, and yet there may be a very material difference in the *kind* of it.

In one, it may be rigid, stern, unnatural; in the other, easy, cheerful, natural. In the former, the children seem to be inspired with fear; in the latter, with a sense of propriety. In the former, the impression produced upon a stranger is one of pain, at seeing children evidently under irksome restraint; in the latter, of pleasure, at finding them so well-behaved.

Order, more than almost anything else connected with school business, has an intimate dependence upon the characteristics of the teacher. Some natures cannot *lead*—they must *drive;* they cannot keep children in their places by *attraction*—they do it by repulsion. "Toe the mark because you ought to," is the language of the one; "toe the mark or I'll chop your toes off," says the other. Although extreme rigidity inspired by dread is certainly to be preferred to absolute confusion, it may be well questioned if a less degree of quiet, and less symmetry of rows of heads, constitute inferior order, provided they are combined with ease and a happy demeanor.

It is instructive to note how faithfully the conduct of a class invariably reflects the manner of the teacher. Some classes obey a quietly expressed request with the utmost promptitude and unanimity; others, do not move without a very peremptory command, and even then, there are stragglers enough to make a repetition of the order necessary. Some classes are sensibly affected by a single word of reproof; others, accustomed to being scolded, show the utmost indifference to the most scathing rebuke. In some classes order seems to be the normal condition, and disorder excites surprise; in others, order is sort of holiday appearance, which is unwillingly put on for special occasions.

The same principle which insures perfect order in an assembly of adults, should be instilled into the minds of pupils, and should govern and give tone to their deportment in school. This is not to be done by means of talking alone, but by the influence exerted upon pupils by the manners of the teacher, and by constant appeals to their sense of propriety. It is certainly true, that there are many individual cases, in every class, in which some stringent measures are necessary; but these should be treated as exceptional cases, and the manner of the teacher towards the whole class should not be dictated by what may be necessary in the case of a few.

HOURS OF STUDY.

A VERY remarkable pamphlet has recently made its appearance in England, containing statements of facts that ought to command the attention of the civilized world. The pamphlet is written by E. Chadwick, Esq., C.B., and published pursuant to an address of the House of Lords. The subject of this pamphlet is Education, and it is devoted to the discussion of three matters—the organization of schools, the hours of study, and physical training. Our attention has been arrested by Mr. Chadwick's statement of facts in connection with the second of these three subjects—the hours of study. Struck by the frightful disproportion between the powers of childish attention and length of school hours, he has directed questions to many distinguished teachers. Mr. Donaldson, head master of the training college of Glasgow, states that the limits of voluntary and intelligent attention are—with children from five to seven years, about fifteen minutes; from seven to ten years of age, about twenty minutes; from ten to twelve years of age, about fifty-five minutes; from twelve to sixteen or eighteen years of age, about eighty minutes; and continues, "I have repeatedly obtained a bright, voluntary attention from each of these classes, for five, or ten, or fifteen minutes more, but observed it was at the expense of the succeeding lesson."

The Rev. J. A. Morrison, rector of the same college, speaking on the same subjects, says: "I will undertake to teach one hundred children, in three hours a day, as much as they can by possibility receive; and I hold it to be an axiom in education, that no lesson has been given till it has been received; as soon, therefore, as the receiving power of the children is exhausted, anything given is useless, nay, injurious, inasmuch as you thereby weaken, instead of strengthening, the receiving power. This ought to be a first principle in education. I think it is seldom acted on."—*Mass. Teacher.*

Resident Editors' Department.

National Teachers' Association.—The fifth meeting of the association was held at Chicago, during the second week in August. President Philbrick stated that over 1,100 names of members had been enrolled, showing it to be the largest assemblage of the kind yet held.

The following resolutions, offered by the President, were unanimously adopted:

1. That the situation of the teacher must be made desirable by adequate compensation, by good treatment, by suitable accommodations, and by uniting his labors to the requirements of health and self-improvement.

2. That the mode of selecting and appointing teachers should be such as to encourage the competition of the best qualified candidates, and to give merit preference over every other consideration.

3. That proper means should be used to secure continued self-improvement on the part of teachers, including especially commendation and promotion for advancement, and degradation or reward for delinquency.

At the next meeting of the association, a course of lectures will be delivered by the following named gentlemen, on the subjects named:

Dr. J. N. McJilton of Baltimore: "A System of Free Schools, comprising the Primary, Grammar, and Higher Grades, should be established in each State where such system does not exist." A. S. Kissell of Iowa: "The Grading of Town, Village, and County Schools where it is practicable." President Richard Edwards of the Normal University, Ill.: "One or more Normal Schools should be established and maintained at the public expense in each State." Dr. Thomas Hill of Harvard: "A Professor of the Science of Education should be appointed in each important College and University." J. W. Bulkley of New York: "Teachers' Associations should be organized and maintained in each State, County, and Town." Prof. J. W. Hoes of Indiana: "The Teachers of each State should maintain and conduct an Educational Journal." Col. J. G. McMynn of Wis.: "All Teachers should Study." Hon. E. P. Weston of Maine: "Educational Men should be appointed to fill Educational Offices of every description." Hon. Henry Barnard of Conn.: "Competitive Examinations should precede Appointments to places of Trust." Hon. J. M. Gregory: "The degree of Religious Instruction desirable and attainable in Public Schools." Noble Butler of Ky.: "A National Bureau of Education should be established by the Federal Government." J. W. Andrews of Ohio: "The Defects of our System of National Military Education." (We trust all these gentlemen will be brief.)

California Educational Society.—At a meeting, held on the fourteenth instant, the society appointed a committee to make the necessary arrangements for a course of lectures, to be delivered during the winter, under the patronage of the society.

Rev. Thomas Starr King and the Superintendent of Public Instruction have already been engaged to lecture. The committee contemplate seasoning the solid pabulum of the lectures with choice songs, to be sung by pupils selected from various grammar schools of the city.

A resolution was passed, requesting the publishers of Cornell's Outline Maps to add to the series an outline map of California.

A lively discussion was held in regard to the means of procuring and disseminating more information respecting the physical geography of this coast; its minerals, animals, indigenous plants, Indian tribes, natural curiosities, etc.

The further consideration of the subject was referred to a committee, with instructions to report at the next meeting upon the feasibility of publishing a manual which shall supply, as far as practicable, the schools on this coast with the means of studying the geography of the Pacific States.

SACRAMENTO COUNTY INSTITUTE.—Addresses were delivered by the State Superintendent, Dr. Hatch, A. E. Du Bois of Mormon Island, Mr. Sibley of Folsom, and Dr. T. M. Logan of Sacramento. The attendance was good, and the lectures, better still.

YOLO COUNTY INSTITUTE.—The Secretary has forwarded us a copy of the following resolutions, which were adopted by the Institute:

Resolved, That no teacher is worthy of the name, or even confidence of his fellow teachers—or worthy of a certificate—who will not attend County Institutes and take an educational journal.

Resolved, That in connection with our standard of qualification, we request the County Board of Examination to consider the attendance, or non-attendance of teachers at our County Institutes, as one of the principal qualifications for receiving a certificate.

Resolved, That, furthermore, we request the County Board to require all persons who shall receive certificates, after this date, to sign an agreement to attend the County Institute.

Resolved, That a time has come when a united effort should be made to elevate the standard of Public Schools in Yolo County, and to this end we pledge ourselves, to use all legitimate means in our power, and we invite the hearty coöperation of all teachers and other friends of popular education.

Resolved, That we fully indorse the action of the State Institute in the establishment of a professional journal, THE CALIFORNIA TEACHER, and that we will help to sustain it with both pen and purse.

WOODLAND, Yolo County, Cal., Oct. 20, 1863.

A. FOUCH,
Rec. Sec., Yolo Co. Teachers' Institute.

STATE NORMAL SCHOOL.—The prospects of the school continue to brighten. During the present term, the San Francisco Board of Education has provided the school with a large and commodious building, and with patent school furniture. There are, at present, about fifty pupils in attendance, of whom the senior class, numbering ten, will graduate at the ensuing annual examination. Mr. H. P. Carlton, late Secretary in the office of the Superintendent of Public Instruction, and formerly Principal of a Grammar School in this city, has been added to the Faculty of the Normal School.

The members of the senior class are required to teach, in turn, in the Model Sch ol, which consists of four classes. The Normal pupils are directed in their

crude attempts at teaching by two experienced and accomplished teachers, whose special province it is to point out to their charge, their blunders, and to familiarize them with the practical duties of a teacher.

City Normal School.—The Board of Education of San Francisco requires all female teachers employed in the schools, to attend this Normal School until they have graduated therein. The sessions are held on Wednesday evening of every week during term time. Graduates of Normal Schools, in good repute, and those who have had five years' experience in teaching, and have obtained, at a regular examination, a certificate of the highest grade, are exempt from attendance.

The examination of this school is now in progress. The following is a portion of the questions proposed to the candidates for graduation:

Grammar.—1. Define orthography, etymology, and syntax. 2. Define voice, infinitive, imperative, potential, indicative, subjunctive. 3. Name the different kinds of nouns, and give examples. 4. In how many ways are the sexes distinguished? Give examples. 5. Write the possessive singular and plural of *woman*, *pony*, *fife*, *hoof*, *knife*, *child*. 6. Write the plural of *flagstaff*, *strife*, *phenomenon*, *genus*, *axis*, *cherub*, *pailful*, *species*, *mouse-trap*, and the letters *p* and *g*. 7. What adjectives cannot be compared? Give examples. 8. What are the principal parts of a verb? Give examples. 9. Give the second person, singular and plural, of the verb *to teach* in the passive form, in every tense of the potential mood. 10. Name the principal parts of the following verbs:—*eat*, *gild*, *heave*, *knit*, *light*, *quit*, *rid*, *shear*, *sow*, *sew*. 11. Define a simple, compound, and complex sentence, and give an example of each. 12. Correct, in every particular, the following sentences, if you think they are incorrect:—If I was you, I would learn the scholars to speak grammatical. Between you and I, he done it very ill. That ain't right. Who do men say that I am. That very mischievous boy hadn't ought to be Excused from his Rithmatick Leson. 13. What do you mean by the elements of a sentence? How many are there? Write a sentence containing all the elements. 14. Analyse the following, and parse the italicised words:—*Do as you would be done by.* 15. Write a note addressed to the Board of Education, applying for a situation in the Department. Sign your name to it, and inclose it in your paper.

Geography.—1. Beginning at the north, name the States which lie upon each bank of the Missisippi River, and their capitals. 2. Name all the countries of Europe and their capitals. 3. Describe the different lines drawn upon the terrestial globe. 4. Where are the days and nights equal all the year round? When are the days and nights equal all over the earth? What is the longest day in the Northern Hemisphere? Why are the days in summer longer than in winter? 5. Name all the causes of the change of seasons. 6. Define climate. What circumstances determine the climate of a place? 7. Name and describe the mountain chains of the United States. 8. Why is the climate warmer upon the Pacific Coast of the United States than upon the Atlantic Coast in the same latitude? 9. Name and locate the great plains of South America. 10. Define the basin of a river, a water-shed, an ocean river, and a continental river. 11. Which grand division affords the most ready access to its interior? Which is the most compact? Which is the most moist? Which is the hottest? 12. What is a plateau? Which grand division contains the greatest mass of table land? 13. Into how many sections is the Pacific Slope divided? Describe them. Which is the most fertile? 14. Where are Marysville, Washoe, Vicksburg, the Crimea, Chattanooga? 15. Draw an outline map of California, with the principal rivers, cities, and ranges of mountains, writing their names upon the map.

Arithmetic.—1. Find the sum of 37.05, .00005$\frac{2}{5}$, 57$\frac{1}{4}$, 478, and MCVMCV. 2. (*a.*) Change $\frac{3}{8}$ to a dec. fraction, and explain the process. (*b.*) Multiply $\frac{1}{2}$ by $\frac{1}{4}$, and explain the

Rev. Thomas Starr King and the Superintendent of Public Instruction have already been engaged to lecture. The committee contemplate seasoning the solid pabulum of the lectures with choice songs, to be sung by pupils selected from various grammar schools of the city.

A resolution was passed, requesting the publishers of Cornell's Outline Maps to add to the series an outline map of California.

A lively discussion was held in regard to the means of procuring and disseminating more information respecting the physical geography of this coast; its minerals, animals, indigenous plants, Indian tribes, natural curiosities, etc.

The further consideration of the subject was referred to a committee, with instructions to report at the next meeting upon the feasibility of publishing a manual which shall supply, as far as practicable, the schools on this coast with the means of studying the geography of the Pacific States.

Sacramento County Institute.—Addresses were delivered by the State Superintendent, Dr. Hatch, A. E. Du Bois of Mormon Island, Mr. Sibley of Folsom, and Dr. T. M. Logan of Sacramento. The attendance was good, and the lectures, better still.

Yolo County Institute.—The Secretary has forwarded us a copy of the following resolutions, which were adopted by the Institute:

Resolved, That no teacher is worthy of the name, or even confidence of his fellow teachers—or worthy of a certificate—who will not attend County Institutes and take an educational journal.

Resolved, That in connection with our standard of qualification, we request the County Board of Examination to consider the attendance, or non-attendance of teachers at our County Institutes, as one of the principal qualifications for receiving a certificate.

Resolved, That, furthermore, we request the County Board to require all persons who shall receive certificates, after this date, to sign an agreement to attend the County Institute.

Resolved, That a time has come when a united effort should be made to elevate the standard of Public Schools in Yolo County, and to this end we pledge ourselves, to use all legitimate means in our power, and we invite the hearty coöperation of all teachers and other friends of popular education.

Resolved, That we fully indorse the action of the State Institute in the establishment of a professional journal, The California Teacher, and that we will help to sustain it with both pen and purse.

Woodland, Yolo County, Cal., Oct. 20, 1863.

A. FOUCH,
Rec. Sec., Yolo Co. Teachers' Institute.

1,042; $1,008 56. Yolo, 1,020; $881 60. Yuba, 1,903; $1,103 74. Total, 76,475; $44,355 50.

Subjects for Discussion at Teachers' Institutes.—The best course to pursue in organizing a school. The means for securing good discipline. The means to be used for self-improvement. Some of the means for true moral culture. Irregularity, and how to remedy it. The evils of tardiness, and how to remedy it. Requisites for success in teaching. How to teach good manners. How to secure the coöperation of parents. How far should oral teaching be adopted? Some of the causes of failure. The true aim of the teacher. Can teaching be reduced to a science? Some of the *methods* of teaching Reading,

crude attempts at teaching by two experienced and accomplished teachers, whose special province it is to point out to their charge, their blunders, and to familiarize them with the practical duties of a teacher.

City Normal School.—The Board of Education of San Francisco requires all female teachers employed in the schools, to attend this Normal School until they have graduated therein. The sessions are held on Wednesday evening of every week during term time. Graduates of Normal Schools, in good repute, and those who have had five years' experience in teaching, and have obtained, at a regular examination, a certificate of the highest grade, are exempt from attendance.

The examination of this school is now in progress. The following is a portion of the questions proposed to the candidates for graduation:

Grammar.—1. Define orthography, etymology, and syntax. 2. Define voice, infinitive, imperative, potential, indicative, subjunctive. 3. Name the different kinds of nouns, and give examples. 4. In how many ways are the sexes distinguished? Give examples. 5. Write the possessive singular and plural of *woman*, *pony*, *fife*, *hoof*, *knife*, *child*. 6. Write the plural of *flagstaff*, *strife*, *phenomenon*, *genus*, *axis*, *cherub*, *pailful*, *species*, *mouse-trap*, and the letters *p* and *g*. 7. What adjectives cannot be compared? Give examples. 8. What are the principal parts of a verb? Give examples. 9. Give the second person, singular and plural, of the verb *to teach* in the passive form, in every tense of the potential mood. 10. Name the principal parts of the following verbs:—*eat*, *gild*, *heave*, *knit*, *light*, *quit*, *rid*, *shear*, *sow*, *sew*. 11. Define a simple, compound, and complex sentence, and give an example of each. 12. Correct, in every particular, the following sentences, if you think they are incorrect:—If I was you, I would learn the scholars to speak grammatical. Between you and I, he done it very ill. That ain't right. Who do men say that I am. That very mischievous boy hadn't ought to be Excused from his Rithmatick Leson. 13. What do you mean by the elements of a sentence? How many are there? Write a sentence containing all the elements. 14. Analyse the following, and parse the italicised words:—*Do as you would be done by.* 15. Write a note addressed to the Board of Education, applying for a situation in the Department. Sign your name to it, and inclose it in your paper.

Geography.—1. Beginning at the north, name the States which lie upon each bank of the Mississippi River, and their capitals. 2. Name all the countries of Europe and their capitals. 3. Describe the different lines drawn upon the terrestial globe. 4. Where are the days and nights equal all the year round? When are the days and nights equal all over the earth? What is the longest day in the Northern Hemisphere? Why are the days in summer longer than in winter? 5. Name all the causes of the change of seasons. 6. Define climate. What circumstances determine the climate of a place? 7. Name and describe the mountain chains of the United States. 8. Why is the climate warmer upon the Pacific Coast of the United States than upon the Atlantic Coast in the same latitude? 9. Name and locate the great plains of South America. 10. Define the basin of a river, a water-shed, an ocean river, and a continental river. 11. Which grand division affords the most ready access to its interior? Which is the most compact? Which is the most moist? Which is the hottest? 12. What is a plateau? Which grand division contains the greatest mass of table land? 13. Into how many sections is the Pacific Slope divided? Describe them. Which is the most fertile? 14. Where are Marysville, Washoe, Vicksburg, the Crimea, Chattanooga? 15. Draw an outline map of California, with the principal rivers, cities, and ranges of mountains, writing their names upon the map.

Arithmetic.—1. Find the sum of 37.05, .00005$\frac{2}{5}$, 57$\frac{1}{4}$, 478, and MCVMCV. 2. (*a.*) Change $\frac{2}{5}$ to a dec. fraction, and explain the process. (*b.*) Multiply $\frac{1}{2}$ by $\frac{1}{4}$, and explain the

operation. 3. How many sq. yds. in a field 43 rods long and 97½ yds. wide. 4. From 27 a. 1 r. 26 sq. yd. 80 sq. in., subtract 26 a. 3 r. 39 sq. rods. 30 sq. yds., 8 sq. ft., and 143 sq. in. 5. What is $\frac{1}{15}$ of 14 tons, 3 cwt. 3 qrs. and 11 lbs. 6. Define the following terms: Factor, multiple, exponent, least common multiple, greatest common divisor, prime number. 7. Find the prime factors of each of the following numbers: 365, 575, and 4,000. 8. Find the greatest common divisor of 365, 575, and 4,000, and explain the operation. 9. Find the least common multiple of the above numbers, and explain the process. 10. What is the value of $\frac{5}{7}$ of a league in intergers of lower denominations? 11. What part of 1 gall. are 2 qts. 1 pt. and 1.384 gills? 12. 6.03 -|- $2\frac{1}{2}$ — 4.6$\frac{4}{5}$ —.083 -|- $\frac{5}{6}$ -|- $\frac{9}{16}$ -|- .04$\frac{3}{4}$ = what? 13. What is the interest of $470 for 1 year 11 months and 29 days, at 1$\frac{3}{4}$ per cent. a month? 14. A sells a horse to B for $600, and loses 10 per cent., B sells the same to C for $475, and C sells him to D at an advance of 12½ per cent. on what A paid. What per cent. did C make on his sale? 15. If 24 men dig a trench 33$\frac{3}{4}$ yds. long, 5$\frac{5}{6}$ wide, and 3½ deep, in 189 days, working 14 hours each day, how many hours per day must 217 men work, to dig a trench 23¼ yds. long, 3$\frac{3}{4}$ wide, and 2½ deep in in 5¼ days?

Semi-Annual Apportionment of the State School Fund, according to the annual census returns of the number of white children residing in school districts, where public schools have been maintained in accordance with the "School Law," for three months in the year ending August 31st, 1863. Apportionment made November 16th, 1863. Alameda County, number of children, 2,095; amount apportioned, $1,215 10. Amador, 1,875; $1,087 50. Butte, 1,680; $974 40. Calaveras, 2,281; $1,322 98. Colusa, 447; $259 26. Contra Costa, 1,607; $932 06. Del Norte, 138; $80 04. El Dorado, 2,879; $1,669 82. Fresno, 32; $18 56. Humboldt, 700; $406. Klamath, 81; $46 98. Lake, 260; $150 80. Los Angeles, 2,373; $1,376 34. Marin, 725; $420 50. Mariposa, 858; $497 64. Mendocino, 788; $457 04. Merced, 276; $160 08. Monterey, 1,513; $877 54. Napa, 1,186; $687 88. Nevada, 2,190; $1,270 20. Placer, 1,909; $1,107 22. Plumas, 514; $298 12. Sacramento, 4,510; $2,615 80. San Bernardino, 1,072; $621 76. San Diego, 348; $201 84. San Francisco, 16,228; $9,412 24. San Joaquin, 3,132; $1,816 56. San Luis Obispo, 732; $424 56. San Mateo, 807; $468 06. Santa Barbara, 821; $476 18. Santa Clara, 4,043; $2,344 94. Santa Cruz, 1,600; $928. Shasta, 918; $532 44. Sierra, 1,032; $598 56. Siskiyou, 788; $457 04. Solano, 2,156; $1,250 48. Sonoma, 3,847; $2,231 26. Stanislaus, 496; $287 68. Sutter, 703; $407 74. Tehama, 571; $331 18. Trinity, 163; $94 54. Tulare, 836; $484 88. Tuolumne, 1,842; $1,068 36. Yolo, 1,520; $881 60. Yuba, 1,903; $1,103 74. Total, 76,475; $44,355 50.

Subjects for Discussion at Teachers' Institutes.—The best course to pursue in organizing a school. The means for securing good discipline. The means to be used for self-improvement. Some of the means for true moral culture. Irregularity, and how to remedy it. The evils of tardiness, and how to remedy it. Requisites for success in teaching. How to teach good manners. How to secure the coöperation of parents. How far should oral teaching be adopted? Some of the causes of failure. The true aim of the teacher. Can teaching be reduced to a science? Some of the *methods* of teaching Reading,

Spelling, Grammar, Geography, Arithmetic, etc. Proper method of conducting Recitations. Best method of teaching Object-Lessons. How to interest and advance dull pupils. What is desirable in a text-book?

CONDITION OF EDUCATION IN THE STATE OF NEW YORK.—The Annual Report of the Standing Committee on the Condition of Education, to the New York Teachers' Association, is so interesting a document, we are pained to mutilate it by the scissors, but we have only space for the following:

In the social and political world, the facts and experiences of the past year so fraught with coming destinies, have not yet crystallized. They are only the fragments out of which the future shall read our history—whilst of that future itself no one is wise enough to forecast the horoscope. Amid our national disasters, whilst the preservation of our Government on the one hand and its destruction on the other have been ruling purposes, whilst capitalists more than ever before have been engrossed in watching every ebb and flow of the mighty tide of events on which their fortunes were embarked, it were not strange if public education and public morals suffered temporary neglect. Yet New York, true to her early policy which gave tone and vigor to her institutions, and upon the basis of universal culture, has erected a mighty State; true to her antecedents; true to the interest of her children—themselves the best defense of the wise policy of our fathers, who provided so generously for their training—exhibits for the past year a record to which we may refer with pride, and one for which posterity will not cease to give thanks. With a quarter million of men in the field, and tens of millions of money poured into the national treasury, we have yet done more for public education than in any former year.

It seems to be not only a deep and settled conviction among our people, that the intellectual and moral culture of our youth are the only hope for the perpetuity of a free commonwealth; but with that thrift and practical wisdom by which our citizens are characterized, we have not forgotten that when the principles of a free government are on trial before the world, and brought to the stern arbitrament of the sword in the field, the antagonism of the bitter and relentless foes of human freedom at home and abroad, and that severer test of virtue and patriotism, the sacrifice of all things, if need be, for principle, more than ever we need to strengthen the foundations on which our boasted fabric rests, and, in those who shall come after us, educate a race who shall be wiser than their fathers have been. For we know full well, that when victory has perched upon our banner, in the close of this bloody strife, it will need all the wisdom of the coming men and women of this land to meet the mighty issues that shall follow fast and follow faster upon the return of peace. We are yet a new nation, and a giant in our youth; and wise heads, and strong, pure hearts must redeem us from the blandishments and corruption of social and political agencies, that seem, more than the invasion of any armed foe, to threaten our life.

We know too, that, in the mighty future, more than upon our armies in the field, more than upon the prowess of our military chieftains, our place among the nations depends upon the intelligence and virtue of our sons and daughters, and upon the loyalty to noble principles, and the sagacity in achieving noble ends of those other leaders, who in the humble school-house by the way side, are to develop the budding energies of our youth, and implant in their young hearts the first principles of reverence and love to God and justice to men, of universal freedom under the sanction and protection of a stable government founded upon just and equal laws.

As evidence of our growth and progress, your committee refer with peculiar satisfaction to statistics of the schools for the year closing with September 30th, 1862, as embodied in the report of the Superintendent of Public Instruction. We present a few items.

The amount paid for teachers' wages is $2,780,371 05, against $2,655,441 70 the pre-

vious year, being an increase of more than $100,000, whilst the total amount expended for common schools is nearly $4,000,000 ($3,955,664 33). Since 1857, the increase of attendance is more than 50,000, and during the last year nearly 20,000, and the greatest average of increase, is found under the greatest number of months attendance.

State Certificates.—In Illinois, California, and other States, provisions have been made by law for the issue of State Certificates to experienced teachers. In the former of these States the candidate is submitted to a searching examination by the State Board of Examiners, and is required, in addition, to produce unquestionable evidence of moral character and of signal success in teaching. It has been and still is the practice of the Department of Public Instruction in this State to grant State Certificates on the recommendation of the School Commissioners. It is easy to see, and the facts justify the assumption, that too frequently the certificate is only complimentary, whilst it is to be feared that many of the Commissioners have as yet imperfect notions of the grade of attainment and professional skill, which ought to characterize the recipient, and which, if it were insisted on, would make the State Certificate the representative of true professional nobility.

Teaching a Profession.—California has taken the initiative in organizing a society of professional teachers; and from the interest manifested in the State Institutes and Conventions, there is little doubt that ere long the school interests of the State will be in the hands of a learned and competent body, whose intelligence and experience will fit them to build up the profession and place it in the front rank of the learned professions of the age. The influences of such a body in molding the school policy of the State cannot be too highly estimated.

Free Schools.—The establishment of free schools, so often discussed and twice affirmed at the ballot-box (but which failed through agencies not necessary here to recall), has been agitated year by year, in the State and local associations and by Legislatures, and is still as full of interest as ever. The advancing sentiment among our people is realizing practically, in many localities, privileges denied to the State at large. The amount annually appropriated by the State for the support of common schools, including the common school fund and the free school fund, is upwards of one million three hundred thousand dollars. This allows the trustees of many districts in the spirit of a niggardly policy, by employing cheap, and we may add generally inefficient teachers, to keep the schools open for the six months required by law, without any tax upon the district. And the attendance upon such schools does not justify the assumption that the bounty of the State is either duly appreciated or properly improved. An increase in the *State* apportionment as such would not remedy the evil; for no distribution could be made that in such case would be equitable. Your committee are of the opinion that some measures should if possible, be devised, whereby the districts, in order to participate in the public funds, should themselves raise a sum of money that would insure a higher order of qualifications in the teachers and more liberal salaries. The school law should, at least, be so amended that any school district may at a regular, or a special meeting called for that purpose, vote a tax for teachers' wages, without changing its present style of organization. This privilege being accorded, it is probable that the creation of a public sentiment that shall, in time, secure schools free to all the children in the State, may be safely left to a natural and gradual growth, among the people.

Our Language.—The *Dublin University Magazine* says: Dictionary English is something very different not only from common colloquial English, but even from that of ordinary written composition. Instead of about 40,000 words, there is probably no single author in the language from whose works, however voluminous, so many as 10,000 words could be collected. Of the 40,000 words there are certainly many more than one-half that are only employed, if

they are ever employed at all, on the rarest occasions. We should any of us be surprised to find, if we counted them, with how small a number of words we manage to express all that we have to say either with our lips or even with the pen. Our common literary English probably hardly extends to 10,000 words, our common spoken English hardly to 5,000.

PENNSYLVANIA.—The State Teachers' Association met at Reading, Aug. 4. The proceedings, as contained in the Pennsylvania *School Journal*, indicate that there is a good deal of life among the teachers of that sound old State. Among the speakers we notice the name of Major General Sigel, whose speech was so good we can hardly resist the temptation to copy it in full. The following was among the resolutions passed:

Resolved, That the Pennsylvania State Teachers' Association takes this occasion to reiterate its unhesitating and whole hearted loyalty to the Union; and that it recognizes as the first duty of the citizen, a firm and unwavering support of the Government in its efforts to suppress the existing rebellion.

PUBLIC SCHOOLS OF SAN FRANCISCO—REPORT ON PRIMARY EXAMINATION.—The semi-annual examination of the primary schools has just been completed. Prof. Swezey and Mr. B. Marks accepted an invitation to aid in the examination. The subjoined report, addressed to the Board of Education, we have taken the liberty to publish, as we know that its publication will be acceptable to the teachers of the fifth and sixth grades whose classes were examined by the Professor:

HON. BOARD OF EDUCATION:

Gentlemen:—The undersigned, in addition to his detailed report of examinations heretofore submitted, begs leave to make the following general remarks:

Condition of Class Rooms.—As a general thing the rooms were pleasant and comfortably arranged. In some instances teachers have evidently taken great care to have their working place attractive. In these rooms the examiner was sure to find more *heart-work* than where the walls were bare of ornaments and there were no flowers.

Teachers.—In most cases the teachers were apparently glad to see the examiner enter. Conscious of effort upon their own part to do their whole duty, they rightly regarded the visit, though official, as friendly, and welcomed it accordingly. In a few rooms an undue degree of solicitude as to the result was apparent, though more experienced teachers took the whole calmly and as a matter of course. The examiner was again and again impressed with the conviction that our teachers are working very hard in their daily duties. There is a somewhat careworn expression very common upon these faces in the school room: a few notable exceptions were very pleasant to see—where ladies make it a religious principle to be "jolly"—which principle gave light better than sunshine to all the pupils under their charge.

Calisthenics.—The last remark leads naturally to a notice of the improvements in the conduct of schools by the introduction of gymnastics. If teachers can bring their pupils up to this physical work, the influence will be not only powerful in securing order and health among the children, but in driving away the care-look from themselves. The gymnastic exercises in the *Union Street School* are worthy of being rivaled by every class in the city.

Studies.—The graded system is working well. As a rule the least success seems to have been attained in *spelling*, to which branch the Board should call special attention. The Speller should be thoroughly mastered. It is intrinsically dry work, but there are so many ways of varying the exercise that there is little excuse for deficiency in results.

Even if nothing were gained in the 5th and 6th grades but the power to spell and read well, the position of affairs in the grammar grades would be changed materially for the better, since these two branches, with the elementary ideas of numbers, give all the foundation required for future building. That spelling can be made nearly perfect even in large classes has been sufficiently demonstrated by the success of a few teachers in this examination: that it is not nearly perfect has also been clearly shown by the results in other classes. If this matter is not attended to, the grammar grades will have too much primary work to do for their full efficiency. *Geography* seems to be well taught generally, and the ideas of pupils are made clear by references to local geography. Few cities have the facilities for actual illustration of many definitions afforded here; and it is a pleasure to bear witness that teachers, as a rule, are not resting content with the mere memorizing of words herein.

Oral Lessons.—In nearly every school the undersigned has asked the teacher's opinion as to the effect produced upon the ordinary book-work of the class by the time taken from that for object lessons. The replies have been varied: two or three have thought the progress in books was less; others have seen no material difference; while the majority think the progress is quite as great under the new, if not greater than under the old system. The methods of object teaching are by no means uniform—nor should they be. It is here the individuality of the teacher is to produce its mark. In several places the examiner was greatly pleased by the extraordinary success of the teacher; and in almost all he has found a measure of interest in the work highly satisfactory. Inexperience in this method of teaching will soon be remedied by time; and the success now attained as a whole is full of promise for the future. There may, however, be as much deadness in the knowledge obtained by pupils herein as by the rote-study of books. In natural history the spelling and ready pronunciation of a terribly long word is not proof positive that "the knowledge which is most worth" has been secured. So in "forms," instances were seen where the pupil might as well have repeated a Greek sentence as the words that were repeated.

Promotions.—It is only necessary to remark herein that it is of importance to pupil, teacher, and system that promotions be made according to the *preparation* secured. In most of the classes for which this report is made, the arrangement seems to have been wisely completed. In one or two cases the title would have been better honored by increasing the number of units expressed thereby. The undersigned is thoroughly convinced that nothing is permanently gained in any school, either for pupil or parent, by hasty promotions.

Upon the whole, this examination, which has been as thorough as seemed to the undersigned desirable, has confirmed his opinion that the Public Schools of San Francisco are judiciously taught; that the teachers as a class are interested in their work, and are up to the improvements of the times in educational processes; and that the Board of Education and the people have good cause for the pride with which they point to the Public Schools of our city.

SAMUEL I. C. SWEZEY.

San Francisco, Nov. 17, 1863.

Attendance of the Sexes in our Schools.—From a very able and extended Report to the New York Teachers' Association, from the Committee on the Inequality of Attendance of the Sexes in our Schools, we extract the following truthful remarks:

The conclusions arrived at by your committee, from all the facts and data within reach, may be summed up as follows:

1st. That nineteen-twentieths, at least, of all the students in our professional schools and colleges are males.

2d. That in our incorporated academies and boarding schools, exclusive of Union schools and public free academies, there is no great excess either way in regard to sex.

3d. That in the higher grades of scholars in our Union Schools and Free Academies in villages and cities, the female attendance is from one-third to two-fifths in excess of the male.

4th. That in our common schools throughout the United States, there is an excess of male over female pupils of about 200,000.

5th. That on the whole, masculine education is in advance of feminine, and that if either require greater facilities, the extra effort would be due to the latter, in the way of opening the door wider to them for collegiate and professional education. It ill becomes a man, who, in the academy with his sister, found his mental energies fully taxed to keep even pace with her, to say, after passing through the college and the professional school, while she, in the meantime, has been turned back to the cares and duties of domestic life, that God gave him capacities of greater mental calibre than hers. The range of female employment is limited, at the widest, and not over intellectual at that: and, as a necessary consequence, over-crowds their sphere of activity and depresses the compensation. A higher intellectual development, and more liberal opportunities for employment, would enable them the more easily to gain an honorable support when death or misfortune removes the prop on which they have been accustomed to lean. Woman would be correspondingly elevated, vice diminished, and ill-assorted marriages less frequent. A beautiful, but ignorant and vain woman, is a fit subject for the acts of the designing villain; but the intellectual, well educated woman, beautiful or plain, is a tower of strength against the assaults of the vicious and depraved; and no one but an auxiliary of the arch fiend himself, would lend a hand, intentionally, to bring her into reproach and unmerited contempt. Strong minded women, in the rightful acceptation of that term, are a terror to meek minded men; and your committee have yet to learn of a solitary instance, where elevated female intellect has dishonored God, or prejudiced the temporal or eternal interests of our common humanity!

All of which is respectfully submitted,

EDWARD WEBSTER,
S. B. WOOLWORTH,
E. D. WELLER, dissenting.

THE AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-fourth Anniversary of this oldest and best educational organization in the United States was celebrated on Tuesday, Wednesday, and Thursday of the last week of August, in Concord, N. H. A session of three days has been held annually, generally in some one of the New England States, by the Institute, from 1830 down to the present time. A volume of proceedings and lectures has been printed annually also. These volumes are now out of print many of them, and it has long been a very difficult thing to obtain a full set, especially of the old series. The new series is issued by Ticknor & Fields, who will reprint the whole series shall the demand for Teachers' and School libraries seem to warrant it. It is undoubtedly the best educational series for popular use extant.

Prof. Bailey, of Yale College, lectured on "Reading and Spelling," advocating more attention to those branches. Prof. Sanborn, of Dartmouth College, "pitched into" Object Teaching, characterizing it as "absurd." This is natural enough in a "College Professor," who never taught a class of primary children in his life; dealing with *Freshmen*, who know everything, and with *Seniors*, who know more than that. Of course, all the graduates come out "sharp." Stick to Latin and Greek, Mr. Professor, and let the schoolmarms attend to the little ones. J. M. Gregory, Sup't of Schools, Michigan, delivered a lecture on "Systems of Education." Dr. Barnard, of Hartford, Conn., offered resolutions

asking Congress to provide some other way for appointing Cadets for West Point, than that now practised.

THE following is the form of a public school teacher's oath of allegiance:

STATE OF CALIFORNIA, COUNTY OF ———, ss.

I do solemnly swear or affirm [as the case may be] that I will faithfully support, protect, and defend the Constitution and Government of the United States against all enemies, whether domestic or foreign, that I will bear true faith, allegiance, and loyalty to said Constitution and Government, and that I will, to the extent of my ability, teach those under my charge to love, reverence, and uphold the same, any law or ordinance of any State Convention or Legislature, or any rule or obligation of any society or association, or any decree or order from any source whatsoever, to the contrary notwithstanding; and further, that I do this with a full determination, pledge, and purpose, without any mental reservation or evasion whatsoever; and I do further swear [or affirm, as the case may be] that I will support the Constitution of the State of California.

Subscribed and sworn to, before me, this ——— day of ——— one thousand eight hundred and sixty ——.

SEC. 3 of An Act concerning Teachers of Common Schools in this State, approved April 27th, 1863, reads as follows:

SEC. 3. Any officer whose duty it is to draw warrants for the salary of teachers, or any treasurer whose duty it is to pay such warrants, who shall either draw or pay any warrants for the salary of any teacher, before the oath provided for in section one of this Act is filed with the recorder, shall be deemed guilty of a misdemeanor, and on conviction, shall be fined in a sum not less than one hundred dollars nor more than five hundred dollars, or by imprisonment in the county jail for a period of not less than thirty days nor more than sixty days.

SEC. 4. This Act shall take effect from and after its passage.

WISCONSIN S. T. ASSOCIATION.—This association met at Kenosha, July 28th. The report of proceedings, as published in the *Wisconsin Journal of Education*, proves that the teachers of that State are fully awake to their responsibilities. Few States have done more for public schools than Wisconsin. Among others, the following resolutions were passed:

Resolved, That while we miss from our annual session many who have been wont to meet with us, we are proud of their self-sacrificing patriotism and devotion to the country; that we have heard with pride of their deeds of heroic bravery on the battle field; that we send to the living to-day a meed of praise from swelling hearts, and that the dead are embalmed forever in our memories.

Resolved, That we as citizens and especially as educators feel it our imperative duty to support the Administration under its present trying circumstances, and to instill into the minds of the youth intrusted to our care the most unswerving patriotism and love for our noble Republic.

CORRECTION.—We are informed by the County Superintendent of Napa, that an error was made in our statement as to the relative number of teachers in attendance from Solano and Napa—there being seven from each county, and not an excess from Solano. We hope there will be more from each next time; and if the error shall lead to a healthful rivalry between the respective counties hereafter, in educational matters, we shall cheerfully chronicle the improvement, and aid in crowning the conqueror.

ESTIMATE OF TEACHERS IN THE SIXTEENTH CENTURY.—It is a pity that, commonly, more care is had, yea, and that among very wise men, to find out rather a cunning man for their horse, than a cunning man for their children. They say nay in words, but they do so in deed. For to the one they will gladly give a stipend of two hundred crowns by year, and loth to offer to the other two hundred shillings. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should; for he suffereth them to have tame and well-ordered horse, but wild and unfortunate children; and therefore, in the end, they find more pleasure in their horse than comfort in their children. —*Roger Ascham, Preceptor of Queen Elizabeth.*

CORPOREAL PUNISHMENT IN SCHOOLS.—The following is a copy of a bill which has just been brought into the House of Commons by Viscount Raynham and Mr. Dunlop, entitled "A Bill to regulate corporeal punishment in schools and elsewhere:"

Whereas, it is expedient that provision should be made for regulating the use of corporeal punishment by schoolmasters, tutors, and other persons having the charge of young persons for the purposes of tuition or training: be it enacted by the Queen's most excellent Majesty, by and with the advice and consent of the Lords spiritual and temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows: 1. From and after the passage of this Act it shall not be lawful for any schoolmaster, usher, tutor, or other persons having the charge, management, custody, or control of young persons, for the purpose of tuition or training, and not being the parents, guardians, or nearest surviving relatives of such young persons, to inflict any corporeal punishment on any such young persons otherwise than by the use of a birch rod; and every person who shall act in contravention of this Act shall be deemed to be guilty of an assault, and shall be punishable accordingly.

PAY YOUR SCHOOL-TAX WITHOUT GRUMBLING.—George Sumner, of Boston, who lately returned from Europe, where he spent several years, delivered a lecture in New York recently, on the educational character of that continent, from which we extract the following pregnant paragraph:

If there be any moral to the tale I have told, it may be summed up in a few words—*pay your school tax without grumbling*—it is the cheapest premium of insurance on your property. You are educating those who are to make laws for yourself and your children. In this State you are educating those who are to elect your judges. Build more school-houses, they will spare you the building of more jails. Remember that the experiment of other countries shows that the development of free and extended education has been followed by public and private prosperity; that financial success and political tranquillity have blessed the lands which have recognized its importance. Remember that education without freedom—without the education of the moral sentiments, soon runs into anarchy and despotism—and that liberty will not linger long in those lands, where her twin sister knowledge is neglected.

PACIFIC MONTHLY.—We have missed, for two months, this valued magazine, whose face is ever welcome. Shall the publisher or the postmaster receive our maledictions? or may we be hereafter gladdened by its coming if we spare our expostulations?

AMADOR COUNTY.—A private note from the County Superintendent says: succeeded very well, indeed, with our County Teachers' Institute."

PROCEEDINGS OF THE STATE INSTITUTE.—This document has been received with great commendation, and is doing a vast amount of good in this State and at the East. We shall be happy to furnish a few copies to those of our readers who may not have received it, and who will take the trouble to send the postage stamps for pre-payment.

VASSAR FEMALE COLLEGE.—We have received "The President's Visit to Europe," and the "Plan for the Organization," as reported by a committee of the Board of Trustees. Many valuable suggestions are contained in these documents, of which we purpose to avail ourselves in some future number of THE TEACHER.

JOHN A. COLLINS.—We regret to hear of the serious illness of this gentleman, whose praise is in the mouth of every man who believes in good, earnest workers in this new land. We do not propose to write a history of his deeds, for we hope the time is very distant when the record will be closed. Nevada cannot spare him yet, neither can his country.

BACK NUMBERS.—We regret to state that our back numbers are exhausted. As there is no doubt of the continuance of THE TEACHER, we have concluded to allow subscriptions to commence with any number, so that our friends need not relax their efforts to procure subscribers.

DISTANCES IN CHARLESTON HARBOR.—In the present juncture of affairs near Charleston, the following is of interest to the reader: Fort Sumter is three miles and three-eighths from Charleston, one mile and one-eighth from Fort Moultrie, three-quarters of a mile to the nearest land, one mile and three-eighths to Fort Johnson, and two miles and five-eighths to Castle Pinckney. The last named Fort is one mile from the town, and Fort Johnson is two miles and a quarter from the town. These measurements are from surveys from the United States Coast Survey Department.

REESE RIVER.—Says the Reese River *Reveille:* "A school has been opened up town under a pine-bough shelter! Fast—ain't we? A school, printing office, numerous large stone and frame buildings, innumerable cabins and shanties, three mills are going up and two more to arrive in a few days, and all done since January!

NEW BOOKS.—We have received from H. H. Bancroft & Co., publishers, Montgomery Street, the following:

CLASSIC QUOTATIONS; A THOUGHT-BOOK OF THE WISE SPIRITS OF ALL AGES AND ALL COUNTRIES, FIT FOR ALL MEN AND ALL HOURS. Collected, arranged, and edited by James Elmes; pp. 256.

A much more modest book than its title would indicate. Of course, there is no attempt at originality. We incline to the belief that our readers would be quite as much profited by collecting for themselves the choice passages which occur in their regular reading; but if they have not energy enough left to copy, and still wish to possess a fair collection of good things, let them invest in this little volume.

WAR PICTURES FROM THE SOUTH. By B. Estvan, Colonel of cavalry in the Confederate army; pp. 352.

This volume contains a history of the most important transactions which occurred from the opening of the present war at Charleston to the repulse of Gen. McClellan before Richmond. Col. Estvan seems to be a soldier of fortune, willing to fight merely for the excitement of the thing, but his book shows him to be a gentleman as well as a soldier. He has given the most dispassionate narration of the events in which he was concerned, that we remember to have seen among all the books which constitute the history of the war. His descriptions of the first battle at Manassas, the battle of Shiloh, and the seven days' battles at Richmond, will repay careful reading, and throw new light upon the condition of affairs on these eventful fields. We commend the book to our readers.

A MANUAL OF DEVOTIONS FOR DOMESTIC AND PRIVATE USE. By George Upfold, D.D., Bishop of Indiana; pp. 244.

We are inclined to think Mr. Bancroft made a mistake in sending this book. He must surely have designed it for the *Advocate* office or *Pacific*. But we are disposed to be thankful for the mistake, since we find so pure a devotional spirit on all its handsome pages. It is a book of prayers for the mornings and evenings of four weeks. We do not recollect any book which we can more cordially commend to those of our readers who may desire written assistance in their family devotions.

BANCROFT'S DIARY FOR 1864.

Containing useful memoranda, and tables for reference. In addition to the usual calendar, and blank spaces for events, this indispensable pocket companion contains the locations of public offices, buildings, and churches of San Francisco; hack fare in San Francisco; United States stamp duties; California State tax; value of foreign coins; weights and measures; effects of temperature; rates of postage; and a summary of the laws of California, Oregon, Washington, and Nevada, for collection of debts.

We have also received, from the same house, the following, of which we reserve full notice until our next number:

HEAT, CONSIDERED AS A MODE OF MOTION: Being a course of twelve lectures delivered at the Royal Institution of Great Britain in the season of 1862. By John Tyndall, F. R. S., etc.; pp. 480.

LEVANA; OR THE DOCTRINE OF EDUCATION. Translated from the German of Jean Paul Friedrich Richter.

THE BIVOUAC AND THE BATTLE FIELD; OR CAMPAIGN SKETCHES IN VIRGINIA AND MARYLAND. By George T. Noyes, Captain U. S. volunteers; pp. 339.

SCIENCE FOR THE SCHOOL AND FAMILY. PART I. NATURAL PHILOSOPHY. By Worthington Hooker, M.D.; pp. 346.

THE

CALIFORNIA TEACHER.

JANUARY, 1864.

Vol. II.] SAN FRANCISCO. [No. 1.

[For The California Teacher.]

COURSE OF STUDY FOR UNCLASSIFIED SCHOOLS.

BY SPARROW SMITH.

THE good effect of the provision requiring a uniform series of text books throughout the State is already felt—its wisdom is apparent to all. Would it not be equally wise, and productive of equally beneficial results, if the Legislature should pass an act requiring the State Board of Education to make out a course of study to be pursued in every unclassified school in the State? The former action of the Legislature seems to call for some such additional enactment. Among some of the advantages which would arise from such a general course of study are:

1st. *It tends directly to secure system in Education.* There is but one right way of educating. Expediency often causes us to hesitate, and even leads us aside from the truth. When it is once determined for what the schools are established—and the general opinion seems to be that they are for development—there only remains to discover and use the right means to this end. I am aware that it will be said that there may be more than one way to arrive at the same results, and it is immaterial what means are employed to attain this—the proper development of the child. I am not disposed to entertain this indifferent spirit, since it jeopardizes

the opportunities of the children, and since I am not willing to concede that there can be an immaterial difference what course we pursue in developing and giving bent to the immortal mind. There are general principles which we all entertain: as, that spelling, reading, and writing should follow each other in succession, and be continued through several terms; that written, should follow mental arithmetic; grammar, geography; and that "physiology should be stuck in somewhere;" but, alas! we are, with all of our wisdom, undecided just where to "stick in" these various studies. This want of unanimity is not so much occasioned through the great variety of opinion as through the lack of attention given to the subject. A similar difficulty existed in the great want of uniformity in text books, and was easily remedied by the enactment providing for a State series. I believe a legislative enactment would be equally successful in the present instance. It is evident to every one that there are some things that ought to be learned *first*, and upon which the result of our other labors very much depends. Thus, it is *first* necessary that the child should understand that the earth is round, or much of our teaching in reference to geography will be unintelligible. Some knowledge of orthography is necessary before the child can compose with advantage, and tolerable facility in reading, before any other branch can be conveniently taught. I am led to believe that the idea should not be entertained, that this matter of system is only suitable for general application, but rather that it especially applies, not only to the period in which every study should be pursued, but, to the order in which they should be pursued.

2d. *It economizes the opportunities of the children.* If there is a positive advantage in possessing a knowledge of one fact before another is learned, or if it is in any way essential to such knowledge that a certain principle should be understood, then any course of study involving the ignorance of that fact or principle, must be attended by a correspondingly prejudicial result.

3d. *It will greatly mitigate the evil arising from a frequent change of teachers.* There is, perhaps, no greater misfortune that can befall a school, than a frequent change of teachers. In every change there is a corresponding change in the school programme. This one has a hobby and that one a different hobby, and the school

goes hitching and sidling along: now all grammar, now all arithmetic, now all reading, now all geography, and now commencing upon some new hitch or ism; whereas it ought to go along steadily on the only true and reliable track.

4th. *It will break up the system of "special instructions."* There is nothing connected with our public schools which is so full of abuse as this system of "special instructions," as I shall call it, where the child is sent to school with instructions to devote his or her time to some particular study. No one doubts, that the parent who provides the means, has a right to direct how they shall be expended; so, the State that levies taxes for the support of schools has a right, and is in duty bound to see the money economically expended. Mr. A. desires his boy should devote the most of his time to arithmetic; Mr. B. wants his girl to give most of her attention to grammar; Mr. C. reading, and so on through the whole catalogue of school studies, each one having a preference which is forced upon the child without much regard to its effect. These preferences are most frequently founded upon some whim, fancy, or misfortune of the parent, brought about through incapability in these various branches. My experience goes to show that whenever a child comes to school under "special instructions," he generally fails to obtain a degree of proficiency in his specialty superior to his classmates, but often wastes his opportunities, contracts idle habits, and *always* disappoints the expectations of his friends. The causes of this are numerous and too evident to require enumeration.

Perhaps it is time enough to inquire of what the course of study should consist when it is fairly determined to introduce one. A few observations, however, may not be inappropriate. It should be thorough, embracing all the studies pursued in the schools. It should be systematic, taking each study up at the right time and in the right place; general, and adapted to the wants and necessities of every child. I apprehend that here will arise the only real objection to a course of study for all of the schools. If, it is maintained by any, that the aim of the school is to furnish the scholar with a certain amount of information, then its necessity is conceded, because none will admit that an American child is prepared to fill his place in life with less information than is to be obtained in the most complete course of public school studies. If,

on the other hand, it is maintained that the great end of all school studies should be the development of the intellectual faculties, with less reference to the slight information of the text books—which I believe to be the true view of school studies—then its importance is acknowledged, because there is only one right way to develop the same faculty.

[For The California Teacher.]

SELF-CONTROL.

BY PHILO.

SELF-POSSESSION, or self-control, is the keeping of the powers and emotions of the mind within proper limits, yet allowing their free, vigorous, and healthful exercise within those limits. People differ materially in the amount they have of this faculty, and also in their manner of cultivating and exercising it. Some persons are naturally of a quick, nervous, and anxious disposition. These can hardly be expected to have self-possession of such a "tough texture" as those who are of a more lymphatic temperament. Some men seem to have good self-control on some points, but appear to be entirely destitute of it on others. Some there are who get along very well while they have things "all their own way," but not otherwise. For instance: If you happen to get into conversation with such an one, and should hint in the most delicate manner possible, that you do not see "eye to eye" with him, his self-possession vanishes, and with "eyes looking daggers," he appears as if it would afford him great pleasure to annihilate you; and all because you refuse to ride *his* "darling hobby." Others again there are (and their name is legion) who though men of excellent self-control in most things, cannot withstand some of the baneful "usages of society," and frequently after drinking as often as is prudent,* with their friends or acquaintances, cannot resist the invitation to "take another glass," so that they sometimes continue "wishing success" till they become entirely oblivious of their own whereabouts. Perhaps in some cases it is not

* *Query:* How often can a man *prudently* drink with his friends?—ED.

so much in their want of self-control, as in their omitting to exercise it through fear of being thought unsociable, but in either case the result is the same.

It would be superfluous in me to attempt to prove that self-control is necessary for those who are instructors. The necessity of its possession, cultivation, and exercise, by teachers and all others, who have the training of children, is self-evident. The *manner* in which this faculty is exercised depends very much upon the temper of the individual. A person of morose disposition will exhibit it in a repulsive manner, while in a person of kind disposition and lively temperament, it will be positively attractive. Many good-intentioned persons have been sadly mistaken in their way of using this faculty. Some fathers have had such a cold, stern mode of acting, that it has seemed as if all the "kindly sympathies" of human nature were frozen within them. They seem to have been under the impression, that any show of affection and good nature would be weakness on their part. To such an extent have some carried this cruel spirit, that when their knock has been heard at the door, the poor wife has trembled, and the children have run anywhere to get out of pa's way, and have earnestly longed for the time when they should be "big enough" to leave home. But, how different is it with those fathers, who, though self-possessed and firm, are also kind. When they return home from business, the wife rejoices, and the children are glad that pa has come, and crowd around him with delight, while he has kind looks and words for all. Both father and mother see with pleasure in their reflective moments that their children have no undue desire to leave home, that they are growing up to "call them blessed," and to be the comfort of their declining years. Having said this much of self-control in general, I will endeavor to confine my remarks to teachers, for whom I am more particularly writing.

Some teachers, in their desire to be perfectly self-possessed, have pursued a course, not at all calculated to cause a scholar to love his learning or his teacher. Well do I remember, in my boyish days, how the teacher sat at his desk with a visage very "stern to view." Often have I looked at him over the top of my book, and thought that he looked like a Judge about to pass sentence on us prisoners. When he came down from his desk, and walked around

with slow and measured step, armed too, with "that awful cane," it seemed as if I already felt a tingling sensation, which caused me to shudder involuntarily. I verily believe, that some teachers have partially defeated their own purpose, by being too cold, too icy. They have entered the school-room like a "walking icicle," and after staying there all day, without showing any signs of melting, have walked away the same. This they have done day after day, week after week, until their pupils have thought that teachers are a hard-hearted set, who havs no kindly feelings in common with other people. It would be well for such teachers, if they had had sounded in their ears the admonition uttered by one, who from his past experience and present position, knows whereof he speaks, —"don't be martinets." And indeed, how much better than this freezing repression of the feelings, is that genial warmth of temperament, which like sunshine, illuminates everything within its influence, and which communicates itself to the pupils, causing them to respect the teacher, to love their learning, and try with a laudable ambition to outvie each other. How often do we hear persons say: "I had attended school considerably, under several teachers, but I didn't care much about learning till I went to Miss so and so; and I don't know how it was, but she had such a nice way with her, such a good plan of leading us along, that I took to my studies right off, and progressed first-rate from that time."

Self-possession, then, in its legitimate sense, is that steady, harmonious, and perfect working of all the powers of the heart and mind, which enables a person to govern himself, and thus renders him competent to govern others. As an instance of what may be achieved in this particular, I cannot forbear mentioning the "great Washington," than whom there is no greater example of complete self-possession continued during an eventful life time—continued, too, while "leading a nation through some of the most exciting scenes ever recorded in the history of time." Through all his career, whether amid the snows of Valley Forge, or on the glorious field of Yorktown, farmer or General, citizen or President, he was the same remarkable man. So well balanced was his mind, that in him the world saw the sublime spectacle of "a captain, the patron of peace, and a statesman, the friend of justice."

[For The California Teacher.]

FREE SCHOOLS.

BY SHASTA.

THE times demand for the public good that schools should be provided for the rapidly increasing number of children in the State, for good schools will give a reputation to a place that is worth more than real estate. School-houses must be built in every district where they are needed. They must be agreeable and attractive—not gloomy and repulsive. The school-room should be a pleasant place, with beautiful surroundings, and furnished with appliances for teaching, such as charts, maps, libraries and apparatus.

To every reflective mind, it must appear of the utmost importance that the children of the State be well taught. When the institutions of a country depend upon the virtue and intelligence of its citizens, it becomes the imperative duty of the government to provide liberally for the moral and intellectual improvement of the rising generation. As a question of economy it is cheaper for the State to pay for the education of a youth, than to defray the expenses of conviction in Court, and of supporting him in prison for a series of subsequent years. Ignorance and crime are closely connected, and always go hand in hand. Our children and youth must be educated some way. It will be found much easier and cheaper to pay in the form of a school tax, than to permit their education in idleness or by running wild in the streets, the stores and saloons, and then to pay for it in the form of a tax to support paupers, jails, and prisons.

The California Legislature should provide for a free school system. The revised school law is timely, and practical in its workings. The system, so far as it goes, is admirably adapted to the wants of our young and growing State. It combines the most valuable features which experience, learning, and zeal have embodied in the educational systems of older States. To give life and spirit to this skeleton structure, a liberal appropriation of funds is necessary—so that *free* schools may be open ten months in the year, that all the children, rich and poor, may enjoy the same privileges for securing a thorough English education. It is time to do away with the three months' system, and with rate-bills forever.

The prosperity of our State does not so much depend upon the amount of gold we dig, or of grain we grow, as on the mental and moral standing of its inhabitants. The nation of thirty years hence is now at school. There is only one place where the masses can be fitted for prosperity and happiness, and that is in the public schools. A practical education is the greatest safeguard of society. It is the greatest essential in life to success. It should embrace the culture of the whole man, with all his faculties. Each one demands a careful and equal development, subjecting the senses, the understanding, and the passions, to reason, to conscience, and the laws of true religion, so as to secure the highest physical, intellectual, and moral perfection.

RELIGIOUS EXERCISES IN SCHOOL.

We extract the following from the decisions of Hon. Anson Smyth, School Commissioner of Ohio for many years:

Has a teacher the legal right to open his school with prayer?

On this extremely delicate and important matter I have not been able to find any decision of the Supreme Court of this State. But in the State of New York it has been decided, under a school law similar to that of this State, that "teachers may open and close their school with prayer and the reading of the scriptures, provided they take care to avoid all controverted points or sectarian dogmas."

In some States it has been held that teachers cannot claim this right as a matter of course, but that school officers may, in the exercise of a sound discretion, permit them to open and close their schools with prayer, provided the inhabitants of the district do not seriously object, and provided also that the harmony of the district would not seriously be disturbed thereby.

If the teacher in his prayers avoids all sectarian dogmas, and does not improperly consume time, I do not see why he may not be permitted to do what he believes to be his conscientious duty for the welfare of those committed to his charge, by appropriately invoking the blessings of God upon his important and responsible labors, as by properly addressing or lecturing his pupils upon the importance of a strict adherence to the principles of truth, justice, and morality.

But the teacher should not insist on this privilege, nor should the local directors grant it, in cases where it would create dissatisfaction in the district, or induce a portion of the inhabitants to withdraw their children from school, because of *sincere* conscientious scruples on the subject.

The question as to the right of opening a school with prayer is one of great delicacy, and should be treated accordingly. In a matter of such grave character, involving the interests of religion, the freedom of conscience, and a sense of duty,

school officers, teachers, and the inhabitants generally, should exercise great forbearance and a spirit of conciliation. John C. Spencer, one of the most distinguished jurists in the State of New York, while acting as superintendent of common schools in that State, decided a similar question as follows, viz.: "Prayers cannot form any part of the school exercises, or be regulated by the school discipline. If had at all, they should be had before the usual hour of commencing school in the morning, and after the hour of closing school in the afternoon. If any parents are desirous of habituating their children to the practice of thanking their Creator for his protection during the night, and invoking his blessings on the labors of the day, they have a right to place them under the charge of the teacher for that purpose. But neither they nor the teacher have any authority to compel the children of other parents, who object to the practice, from dislike of the individual or his creed, or from any other cause, to unite in such prayers.

"And, on the other hand, the latter have no right to obstruct the former in the discharge of what they deem a sacred duty. Both parties have rights; and it is only by a mutual and reciprocal regard by each of the rights of the other, that peace can be maintained, or a school flourish. The teacher may assemble in his school-room, before nine o'clock, the children of those parents who desire him to conduct religious exercises for them; and the children of those who object to the practice will be allowed to retire or absent themselves from the room. If they persist in remaining there, they must conduct with the decorum and propriety becoming the occasion. If they do not so conduct, they may be dealt with as intruders."

In the same State, it was held by Gen. John A. Dix, an eminent statesman and jurist, that "the teacher of a school may open it with prayer, provided he does not encroach on the hours allotted for instruction, and provided the attendance of the scholars is not exacted as a matter of school discipline."

In a case which came before Henry S. Randall, superintendent, and which set forth that in a certain common school "the religion and faith of Catholic children were interfered with by their being compelled to 'join in prayers,' and 'to read and commit' portions of a version of the Bible which the Catholic Church disapproves," he says: "In theory, I have never been able to doubt that intellectual and religious instruction should go hand in hand. To divorce them entirely, and to bestow attention on the former only, is to draw forth and add to the powers of the mind, without giving any moral helm to guide it; in other words, it is to increase the capacity without diminishing the propensity to do evil. To banish religious education from the schools is, in a multitude of instances, to consign it to the care of the vicious, the ignorant, the careless, or those who feel that they have no time to attend to it. The placing of it in its natural connection with intellectual education in the school-room, has met, however, in our country, with serious practical obstacles.

"The government, not relying on the ability or willingness of every part of the State to maintain efficient schools for the education of the young, by voluntary contributions, and recognizing the imperative necessity of universal education for the maintenance of our civil and political institutions, organized a general common school system, and made provisions to aid those sending to school, in sustaining it by the payment of a large sum annually from the treasury. To prevent this money from being misapplied, it prescribed the conditions on which it shall be received and expended; and it created a special State officer, with adminis-

trative and judicial powers, to carry out and enforce the system. The common schools were thus clearly made a government institution. To introduce into them, or permit to be introduced into them, a course of religious instruction conformable to the views of any religious denomination, would be tantamount to the adoption of a government religion—a step contrary to the constitution and equally at variance with the policy of a free government and the wishes of the people. To form for the schools a course of instruction which could bear the name of a religious one, and which would meet the views of all, was manifestly impossible. To give every sect a *pro rata* share of the school moneys to enable it to support its own schools, and teach its own system of religious faith in them, would be to divide into a dozen or more schools the children within the territory convenient for attendance on a single school, and in which the support of all the inhabitants is frequently scarcely adequate, with the aid of the public moneys, to sustain a single efficient school. Indeed, under this arrangement, a single indigent family would often be required to support its own school, to go without any, or to violate its conscience by joining with others in one in which a religious system was taught wholly at variance with its own. There are other reasons which have gone to convince the public mind of the impracticability of carrying out such a plan so as to attain the object sought—the education of *all* the people—which do not require enumeration.

"In view of the above facts, the position was early, distinctly, and almost universally taken by our statesmen, legislators, and prominent friends of education—men of the warmest religious zeal, and belonging to every religious sect—that the instruction in our public schools should be limited to that ordinarily included under the head of intellectual culture, and to the inculcation of those general principles of morality in which all sects, and good men belonging to no sect, can equally agree.

"We have seen that even prayer—that morning and evening duty which man owes to his Creator—which even the pagan and savage do not withhold from the gods of their blinded devotion—which conducted in any proper spirit, is no more sectarian than that homage which constantly goes up from all nature, animate and inanimate, to the bountiful Giver of all things—has been decided by two eminent jurists as inadmissible as a school exercise within the school hours, when seriously and conscientiously objected to by any portion of the inhabitants of a school district.

"This decision has been acquiesced in without a murmur, by the whole religious public. The intelligent religious public have felt that there was no middle tenable ground between religious instruction—strictly so called—in our common schools, and the broadest toleration.

"Compelled by circumstances to adopt the latter position, they have embraced it in its most comprehensive import, and have nerved themselves to the task of supplying a lamentable omission in the public schools, by increased assiduity to the spiritual wants of their offspring in the family circle, in the Sunday school, and in the church. In our crowded cities, where poverty sinks to its lowest ebb, and vice puts on its most unmitigated forms, where multitudes of children would receive no religious instruction from or through the instrumentality of their parents, voluntary church and individual organizations are putting forth their endeavors to supply such instruction. Many, doubtless, are not reached by these efforts; nor would they be reached if religion was taught in the common schools,

for the children of the extremely poor and the vicious oftentimes could not or would not attend them."

Believing that the foregoing opinions and decisions may now be regarded as the well settled rule in the premises, and that they are founded on principles of equity, and in accordance with that spirit of entire religious toleration which characterizes our constitution and laws, and which ought to characterize every institution founded by the State, I feel no inclination to gainsay them.

Let it be distinctly understood, however, that if no objections are raised against religious exercises in school, if the exercises are of reasonable length, and if the teacher takes care to avoid the discussion of all controverted points, or sectarian dogmas, he may conduct those exercises during school hours.

[For The California Teacher.]

COUNTIES OF CALIFORNIA — SIGNIFICATION OF NAMES.

BY J. E. GORDON.

Alameda—A row or walk of elm trees—from the Spanish. *Amador*—From José M. Amador, superintendent of property of San José Mission in 1835. *Butte*—French, signifies "lone mountain." *Calaveras*—Spanish, signifies "skulls." *Colusa*—? *Contra Costa*—Spanish, signifies "opposite coast or shore." *Del Norte*—Spanish, signifies "of the North." *El Dorado*—Spanish, signifies "the gilded." *Fresno*—Spanish, signifies "the ash tree." *Humboldt*—from Baron Von Humboldt. *Klamath*—? *Lake*—from "Clear Lake." *Los Angeles*—Spanish, signifies "the angels." *Marin*—Spanish, signifies "sea, or ocean;" or from an Indian chief, so named. *Mariposa*—Spanish, "a butterfly." *Mendocino*—from Don Antonio de Mendoza, Vice Roy of Mexico in 1835. *Merced*—Spanish, signifies "mercy." *Mono*—Spanish, signifies "a monkey;" or from Mono Lake. *Monterey*—Spanish, signifies "King's Mountain;" or Monterey in Mexico. *Napa*—? *Nevada*—Spanish, signifies "snowy." *Placer*—Spanish, signifies "surface diggings." *Plumas*—Spanish, signifies "feathers." *Sacramento*—Spanish, signifies Sacrament, or "Lord's Supper." *San Bernardino*—Spanish, signifies "St. Bernard." *San Diego*—Spanish, signifies "St. James." *San Francisco*—Spanish, signifies "St. Francis." *San Joaquin*—Spanish, signifies "St. Joaquin." *San*

Luis Obispo—Spanish, signifies "St. Louis the Bishop." *San Mateo*—Spanish, signifies "St. Matthew." *Santa Barbara*—Spanish, signifies "St. Barbara." *Santa Clara*—Spanish, signifies "St. Clara." *Santa Cruz*—Spanish, signifies "Holy Cross." *Shasta*—Russian, tchastka, "chaste, or pure." *Sierra*—Spanish, "notched like a saw;" applied to mountain ridges. *Siskiyou*—French, "six," six, and kayou, "rocks." *Solano*—Spanish, signifies "easterly wind," or from Chief of Suisun Indians. *Sonoma*—Indian, signifies "Valley of the Moon." *Stanislaus*—From a Polish statesman. *Sutter*—In honor of Gen. John A. Sutter. *Tehama*—Spanish, (originally Arabic) for "lowlands." *Trinity*—Formerly "Trinidad," Spanish for trinity. *Tulare*—Spanish, from the Tule plant. *Tuolumne*—Indian, signifies "cluster of stone wigwams." *Yolo*—? *Yuba*—Corruption of Spanish "uva," a grape.

RULES FOR TEACHING.

MR. EDITOR: Will you have the kindness to publish the following rules for teaching? Do they not include every thing necessary to make a successful teacher? Mr. Hill, the Superintendent of Public Instruction in England, had published in a circular a statement that the principles of teaching were now so well understood that further instruction upon the subject seemed unnecessary. A gentleman in New York wrote him, asking him to present those principles in the simplest form possible. They are given below as he presented them:

1. Never attempt to teach what you do not perfectly understand.
2. Never tell a child what you can make that child tell you.
3. Never give a piece of information unless you call for it again.
4. Never use a hard word when an easy one will answer.
5. Never make a rule that you do not rigidly enforce.
6. Never give an unnecessary command.
7. Never permit a child to remain in the class without something to do.

Comment is unnecessary. These seven rules are the embodiment of the theory of teaching. Let them be graven upon the memory of every teacher.—*Educational Herald.*

[For The California Teacher.]

RANDOM CRITICISMS.

I HAVE a habit of sometimes making marginal notes in my reading and studies; and I send you a few, to use at your discretion. They may interest or amuse some of the readers of THE CALIFORNIA TEACHER:

In Warren's Physical Geography it is stated that the axis of the earth is inclined to the plane of the ecliptic at an angle of twenty-three and one-half degrees. McNally's Geography gives this angle (using the same or similar language,) sixty-six and one-half degrees.

In Warren's Geography, it is also stated (page 16) that "in the *valley* of the Sacramento and San Joaquin, five hundred miles long, is the celebrated Gold Region of California."

The same work contains a description of the Geysers of California, quoted from Prof. Shepherd, stating that he found from one to two hundred openings, through which steam issued *violently*, sending up dense columns of vapor to the height of two hundred feet. We suspect that the Professor's imagination was very airy after that journey. There may be two hundred holes in that locality through which steam issues, but a microscope would be required to see them. If steam is ever seen there two hundred feet high, it probably rises as clouds rise, and is not sent up that distance by any *violent* action of the Geysers. It may be seen one thousand feet high as well.

In the same work, under the head of "Trade Winds," it is stated that "the currents of air from the poles are gradually turned from a direct northerly and southerly into a north-eastern and south-eastern direction, by the rotary motion of the earth;" and on the next page it is stated that these same currents are turned toward the *west*, by that motion.

Lieut. Maury (quoted in Warren's Geography) says, that a powerful under-current flows from the Atlantic into the Arctic Ocean, carrying icebergs "with terrific force and awful violence" into the Polar Sea, against a surface-current from that sea. He says further, that this under-current is warm water, which sinks at the equator and rises at the poles.

If these statements be true, it may reasonably be asked why a

large body of warm water at the equator should sink and flow toward the poles as an *under-current*, and another of equal volume (also warm) flow in the same direction as a *surface-current*. If one of these masses of warm water sinks at the equator, why does not the other? If it is said that the water of the under-current is more salt and therefore heavier, the same is said of the Gulf Stream.

In Northend's Dictation Exercises, the word *syllabification* is given. Is the orthography of this word correct?

In dividing words into syllables, Webster and Worcester differ; which is the best authority? The word "Classification" is an example.

"I know Prussia to be a kingdom," is a sentence given to illustrate the Seventh Rule in the syntax of Quackenbos' Grammar. It must be regarded, I think, as a very questionable illustration.

FARMERS AND EDUCATION.

THE importance of education to all classes, but especially to the farming portion of our community, cannot be over-estimated. Farmers constitute the very backbone of every nation, and that they should be educated to the very highest possible pitch, is merely reiterating what all political philosophers have stated before. They should be highly educated in every country, but more especially in a republican country like our own. Republicanism implies a moral, law-abiding, intelligent, and well educated people; and as education is at the foundation of all that relates to the duties of citizenship, so it ought to receive the greatest attention from every patriot. Unless an American is an educated man he cannot discharge his duties as a citizen. That "Eternal Vigilance is the price of liberty," we all know full well; but unless a man has his mind expanded by judicious study at school, he is incapable of exercising that "vigilance" which he ought to exercise, and hence he becomes the victim of every plausible demagogue who can wheedle him out of his vote. How much mischief has been done to the nation from the ignorance of voters, no tongue can tell. But of this we are firmly convinced—that if it were possible to find out

those who have all along voted for the most unprincipled demagogues of the whole country, we should know that it was that class of ignorant men who despise our public schools. That there are many of those people in the United States is a lamentable fact, and not long ago we heard the present Superintendent of Education declare, in one of his public addresses, that the number of this class is as great as that by which a President is sometimes elected; and in some of the individual States it is as numerous as the majority which sometimes elects the Governor. Now, these facts, coming from such authority as Mr. Swett, cannot be disputed. They are certainly very unpalatable, and not at all gratifying to our national pride; but it is just as well that we should be made acquainted with them, in order that we may set about correcting them. But how are they to be corrected? In this way, we answer. Let every man make it his imperative duty to send his children to school, and learn to read and write; and let him not be satisfied until he has persuaded his neighbors to do the same thing. Were this rule universally adopted, the "illiterates" in our country would, in time, cease to exist.

In San Francisco, with such an able superintendent as Mr. Tait, and such experienced teachers as we possess, the public schools will compare favorably with those of many an older city; but in the country districts we are sorry to say, the utmost apathy prevails in regard to this subject. In some of the richest counties, many of the school-houses are a disgrace to the State; while the system of paying a teacher with bricklayer's wages, and compelling the poor wretch to "board round," is a custom which may have done well enough in the days of Rip Van Winkle, but is decidedly out of place in California in 1863. How earnestly the Superintendent of Public Instruction is laboring to improve this state of affairs, the teachers of the State well know; but unless his efforts are seconded by school trustees, and by farmers generally in every part of the State, they cannot be so successful as they deserve. We most emphatically call upon our country readers to do what lies in their power to co-operate with the State Superintendent in his labors to make district schools what they ought to be; and as those labors are directed by experience and ability, all who are interested in the cause of education will heartily wish him God speed.—*From the Wine, Wool, and Stock Journal for December.*

SPELLING LESSONS.

THE majority of our spelling-books contain but a limited number of words. A large proportion of these are abstract terms, and not in common use. *Transubstantiation* and similar *sesquipedalia verba*, as Horace would call them, may with propriety be reserved for the pupil until somewhat prepared to understand their application. Now the object of the spelling-book is to teach the child to spell; but it obviously cannot, without swelling to a huge volume, embrace all the words which are desirable. They must, therefore, be sought elsewhere.

These sources are partly furnished by the different text-books. Take the grammar, arithmetic, geography, physiology, philosophy, or any of the studies, and assign as a spelling-exercise to the class the names peculiar to those sciences. Teachers who have not tried the experiment will discover many ingenious styles of orthography, even in pupils skillful in ordinary times. The proper names of geography and history, especially, should serve as a frequent drill to the class, as they are so often employed in the writing business of life. *Filadelfa* was the actual form in which the Quaker City appeared on the manuscript of a High School applicant.

Again: give different kinds of flowers, different diseases, different tools, names of domestic articles, animals, vegetables, trades, etc., as respective lessons to be studied by the class. Always announce such exercises the day previous, as dictionaries or other authorities may be needed in the preparation.

Where your pupils all take the same county or daily newspaper, many profitable drills may be given, involving the use of marine, mercantile, commercial, political, religious, military, and varied names of modern civilization. At any rate, to test the accuracy of their spelling the newspaper is an excellent medium.

The Reader, through all its grades from the First to the Sixth, answers admirably as a Speller for all words of usual employment. The use of the Reader for this purpose has this advantage over the Speller: as the pupil spells the term, the sentence in which it is found occurs to his mind, thus suggesting the manner of its application; this knowledge can not, of course, be obtained from the isolated words of the Speller.—*Illinois Teacher.*

Resident Editors' Department.

OUR GOVERNORS ON PUBLIC SCHOOLS.—In Gov. Stanford's retiring message to the Legislature, sent in since our last issue, we find the following, touching the condition of our School Fund, and the Governor's views on the subject:

At the date of my last annual message, there had been purchased by the Board of Examiners, under the Act of March 16, 1859, bonds of the civil funded debt of the State to the amount of $120,000, and since that time there have been purchased additional bonds to the amount of $41,000. Total amount purchased and now held in trust by the Treasurer of State, under that Act, $161,500.

At that date there was a sum of $475,520 due from the General Fund of the State to the School Fund, which had, under previous administrations, been received for school lands, and diverted from its sacred destination to pay the ordinary claims upon the treasury. I then indicated the palpable injustice of such a state of things, and advised the passage of a law whereby all bonds of the State redeemed thereafter, instead of being canceled, should be transferred to the School Fund until the above amount was realized. Such a law was passed and approved April 14, 1863.

Under the provisions of the Act there have since been purchased and placed in the hands of the State Treasurer bonds to the amount of $107,000. This gives an aggregate of $268,500 of 7 per cent. State bonds to the credit of the School Fund, while at the commencement of the present administration there was but $79,000. By that Act this fund will be from time to time augmented, until there is a further addition of $368,520 added to it in interest-paying bonds.

The School Fund is placed upon a legitimate basis, and it is not probable that the moneys received from the sale of school lands will again be diverted from their proper depository. As the railroads that are being built in different portions of the State extend into the interior, the demand for these school lands will increase, until the fund realized from their sale will swell into proportions that will make it a credit to the enlightenment of our time; and the annual interest derived from the fund will take the place of the additional taxation that must until then be resorted to to meet the wants of our common schools. Until this result is attained, it will be a privilege, as well as a duty, for our people to tax themselves liberally for the support of those institutions which serve as the base and the chief corner-stone of republican liberty.

Had the system of common school education that prevails in our Northern States found an early entrance into and been nourished into life in those States that are now at war with the Union, the civilization of the nineteenth century would never have been shocked by the rebellion that now disgraces its annals. At the North the principle of education is the governing law that binds into a solid phalanx that proud array of free communities. At the South ignorance rears on every side its hideous front, until the masses are steeped in the degradation that has for years been preparing by their unprincipled leaders. The North is united in battling for a principle which education has taught them to be the very life of their institutions. The South will become assimilated to the intelligence and loyalty of the Union as soon as the result of our vic-

tories shall have dispersed the cloud of ignorance that has, with them, overshadowed the causes and consequences of the unnatural contest.

Let us, then, as Californians, take these lessons to ourselves, and, rather than allow our schools to languish, take every legitimate means to elevate their standard and insure their success.

As will be seen by the Report of the Superintendent of Public Instruction, there is a wide field of usefulness that has hitherto been but superficially cultivated. He finds the number of white children in this State, between four and eighteen years of age, to be 78,055; under four years of age, 39,081; white children of all ages attending public schools, 29,416.; attending private schools, 9,158. This leaves about 40,000 children between four and eighteen who attend no school. The average period in which schools have been kept during the school year of ten months, is five and four-tenths months. The average daily per centage of attendance of the whole number of children between four and eighteen, is twenty-five per cent. Amount received from all sources for support of schools this year is $581,055 77.

Governor Low starts well on his duties. We are glad to see that he does not forget the State Normal School in his inaugural:

The cause of education must always be regarded as of the very first importance by those who desire the perpetuation of our free republican system of government. The right of the people to govern themselves is of no value unless coupled with the capacity to govern themselves well. It is essential, then, that all classes of the community should enjoy the benefit of a liberal and enlightened educational system. Probably this has been as well cared for in this State as our rapid growth would permit; but there is ample room for improvement, and I sincerely trust that at the close of my term of office it will be found that such progress has been made as the times shall have demanded and our means justified. The proceeds of the bounty so liberally granted to the State by the General Government for school purposes should be inviolably preserved to their proper uses, and the debt due to the School Fund—which under no pretense should ever have been contracted—should be preferred before all other claims. The State Normal School, now in its infancy, will doubtless prove the same indispensable auxiliary to the general cause that similar institutions have become in older communities, and should be liberally fostered. The conditions imposed by the Acts of Congress granting lands to the State in aid of institutions of learning of higher order, render it necessary that steps be taken speedily to avail ourselves of the benefits to be derived from these munificent donations.

Senator Hawes.—This gentleman, in making his preparations for spending the winter at Sacramento, found that about two acres of land standing in his name and finely located at Redwood City, were in just the place for a school-house: whereupon he deeded over to the trustees the title, with all the "hereditaments," etc., thereunto belonging. The trustees are around, getting plans for the right sort of a building, and will proceed immediately to erect a four-thousand dollar school-house. We commend the example of Senator Hawes to all the members of the Legislature. If it were a condition precedent to each session, that every Senator elect should donate for public schools fitting lots for fitting houses, and that every Assemblyman elect, should see to it, that in his own district the school-house and lots are in good condition—we might be willing to have annual sessions hereafter!

State School Tax.—It is very desirable that all the petitions for the State School Tax should be received at the Department of Public Instruction as early as the tenth of January.

COUNTY SUPERINTENDENTS AND TEACHERS. — The following table contains an accurate list of the County Superintendents and their address whose present term of office expires on the first of March prox.; the County Superintendents elect, and their address, and the number of teachers in each county, as returned by the Superintendents in their last annual reports. The final column contains the number of subscribers in each county to the CALIFORNIA TEACHER. While this number is by no means equal to what it should be—for there should be at least as many subscribers as teachers in the State—we are yet proud of it, and challenge comparison with any other educational journal's list of a similar nature. Besides these, we have subscribers in Nevada, Oregon, Utah, Washington, Idaho, Maine, Massachusetts, New Jersey, Illinois, Michigan, Connecticut, New York, Ohio, Iowa, and Pennsylvania.

LIST OF COUNTY SUPERINTENDENTS.

COUNTIES.	County Superintendents. (Term expiring March, 1864.)	Post Office Address.	County Superintendents elect for two years from March 1, 1864.	Post Office Address.	Whole number of Teachers.....	No. of subscribers in the County...
Alameda	B. N. Seymour	Alvarado	B. N. Seymour	Alvarado	32	30
Amador	Samuel Page	Jackson	D. Townsend	Fiddletown	31	12
Butte	S. B. Osborne	Oroville	Isaac Upham	Oroville	22	16
Calaveras	Robt. Thompson	Mokelumne Hill.	Rev. W. C. Mosher	Mokelumne Hill.	9	21
Colusa	J. C. Coddington.	Colusa	T. J. Andrus	Colusa	20	7
Contra Costa	D. S. Woodruff	Contra Costa	J. T. S. Smith	Pacheco	2	0
Del Norte	C. N. Hinckley	Crescent City	R. J. McLellan	Crescent City	64	48
El Dorado	M. A. Lynde	Diamond Springs	S. A. Penwell	Placerville	1	0
Fresno	H. M. Quigley	Visalia	S. H. Hill	Scottsburg	11	0
Humboldt	Rev. W. L. Jones	Humboldt	Rev. W. L. Jones	Humboldt	1	0
Klamath	R. P. Hirst	Orleans Bar	E. Lee	Sawyer's Bar	4	4
Lake	W. R. Mathews	Lakeport			16	3
Los Angeles	John M. Shore	Los Angeles	A. B. Chapman	Los Angeles	13	3
Marin	James Miller	San Rafael	J. W. Zuver	Bloomfield*	8	1
Mariposa	J. R. McCready	Mariposa	F. C. Lawrence	Mariposa	16	1
Mendocino	E. R. Budd	Ukiah	J. L. Braddus	Ukiah	6	0
Merced	R. B. Huey	Snelling	R. B. Huey	Snelling	1	0
Mono	C. A. Niles	Aurora			13	25
Monterey	G. W. Bird	Monterey	A. C. Earl	Monterey	18	7
Napa	Rev. A. Higbie	Napa	A. Higbie	Napa	28	20
Nevada	J. C. Chittenden	Nevada	M. S. Deal	Nevada	31	19
Placer	A. H. Goodrich	Forest Hill	A. H. Goodrich	Forest Hill	7	5
Plumas	A. S. Titus	Quincy	M. Hollingsworth	Quincy	78	48
Sacramento	F. W. Hatch	Sacramento	Sparrow Smith	Sacramento	9	1
San Bernardino	A. F. McKinney	San Bernardino			2	0
San Diego	G. A. Pendleton	San Diego	José M. Estudillo	San Diego	97	185
San Francisco	Geo. Tait	San Francisco	Geo. Tait	San Francisco	49	18
San Joaquin	Cyrus Collins	Stockton	Melville Cottle	Stockton	2	0
San Luis Obispo	Alex'r Murray	San Luis Obispo	Alex'r Murray	San Luis Obispo	13	5
San Mateo	W. C. Crook	Redwood City	W. C. Crook	Redwood City	5	0
Santa Barbara	P. De la Guerra	Santa Barbara	C. B. Thompson	Santa Barbara	73	51
Santa Clara	S. S. Wiles	San José	Wesley Tonner	San José	11	20
Santa Cruz	D. J. Haslom	Santa Cruz	W. C. Bartlett	Santa Cruz	21	2
Shasta	Grove K. Godfrey	Shasta	John Conney	Shasta	17	8
Sierra	Rev. W. C. Pond.	Downieville	Rev. W. C. Pond.	Downieville	13	3
Siskiyou	T. N. Stone	Yreka	Thos. N. Stone	Yreka	25	22
Solano	J. W. Hines	Vallejo	G. W. Simonton	Green Valley	67	40
Sonoma	C. G. Ames	Santa Rosa	C. G. Ames	Santa Rosa	9	0
Stanislaus	A. B. Anderson	Knight's Ferry	Geo. W. Shell	Knight's Ferry	17	6
Sutter	J. E. Stevens	Yuba City.	D. Furlong	West Butte	14	2
Tehama	W. H. Bahney	Red Bluff	W. H. Bahney	Red Bluff	7	1
Trinity	F. Walter	Weaverville	D. E. Gordon	Weaverville	10	5
Tulare	T. D. Ellis	Visalia	M. S. Merrill	Visalia	15	11
Tuolumne	C. S. Pease	Big Oak Flat	John Graham	Columbia	34	18
Yolo	Henry Gaddis	Cachevillo	Henry Gaddis	Cachevillo	30	6
Yuba	W. C. Belcher	Marysville	E. Van Muller	Marysville		
TOTAL					919	691

A GOOD EXAMPLE.—County Superintendents will read with interest this model notice, which we cut from the *Indiana School Journal:*

* Sonoma County.

Examination of Teachers.—The undersigned, School Examiner of Hendricks County, Ind., will hold public Examinations of Teachers at Danville, at 10 o'clock A.M., on the last Saturday of every month until further notice is given.

Applicants unacquainted with the Examiner are required to bring satisfactory evidence of moral character, and must be *fully* acquainted with the six branches required by law before they can receive a certificate; and those holding certificates of low grade will not be licensed a second time unless there is at least ten per cent. improvement.

Teachers who do not read educational journals cannot keep up with educational improvements; therefore, no teacher who is not a subscriber to an educational journal will receive a certificate for a longer period than six months, no matter what his qualifications may be. Five per cent. will be added to subscribers of an educational journal.

N. B.—No license granted except on regular examination days.

D. M. Cox, *School Examiner.*

SHASTA COUNTY TEACHERS' INSTITUTE.—Met on November 19th, and continued in session three days. The meeting was called to order by G. K. Godfrey, County Superintendent, after which he delivered the opening address on American System of Public Schools.

We organized and adopted a constitution. There were not so many teachers present as should have been, but all present took a lively interest in the cause of public education. We are surprised that so many teachers appear so stupid in regard to attending Teachers' Institutes. If they really desired self-improvement, they would be in attendance.

The following order of business was adopted, discussed freely and frankly by the teachers and County Superintendent:

1. Relation of teachers' experience.
2. Discussion of the following subjects: object teaching, calisthenics and gymnastics.
3. Uniformity of text books.
4. School discipline.
5. Should teachers receive pay during attendance at the Institute?
6. Benefits to be derived by visiting schools.
7. How should we supply our public schools when the public funds are not sufficient for a six or nine months' school?
8. Singing in school.
9. At what age should children be admitted into public schools?

The following resolutions were offered by the President:

Resolved, That it is the first duty of every Civil Government to build school houses, and provide a good common-school education for all children, and to secure this object by suitable legal enactments, enforced by penalty.—Carried.

Resolved, That we recommend to the School Trustees of this County, in view of the importance of public education, the propriety of petitioning the Board of Supervisors of Shasta County, to levy the highest tax that is allowed by law on the property of the county, for the support of public schools.—Adopted.

A resolution was passed to give our hearty influence in support of the CALIFORNIA TEACHER—the organ of the State Teachers' Association—by contributing to its pages, and by increasing its circulation.

On Saturday evening the President delivered an address on the subject of American Home Education. It was able and timely, and well calculated to arouse the attention of trustees and parents to a deeper and more efficient

interest in maintaining our public schools as an act of self-preservation. The following resolution was then adopted:

Resolved, That the especial thanks of this Institute are hereby tendered to G. K. Godfrey, our worthy County Superintendent of Public Schools, for his faithful and energetic services during the past seven years, and also for the able manner in which he has presided over this Association.

B. M. PARKER, Secretary.

SACRAMENTO TEACHERS.—We find the following in a well-written article in the *Union*, over the signature of "Plain Man."

Our public schools—excepting that for colored children—are ten in number, viz.: One High, under a male Principal and female Assistant; one Grammar, in charge of a male Principal and two female assistants; two intermediate, with a female Principal and Assistant each—and six Primaries, each also having a female Principal and Assistant. The salaries paid are one hundred and twenty-five dollars per month to the Principal of the High School; one hundred and twenty dollars to the Principal of the Grammar School; eighty-five dollars to the Assistants of the High School and to each of the Principals of the Intermediate; eighty dollars to each Principal of the Primaries and Assistant in the Grammar School; and thirty dollars to each of the other eight Assistants. This last sum is too small by at least ten dollars, and the salary of the Principal of the High School should be one hundred and fifty dollars, and one hundred and thirty-five or one hundred and forty dollars for the Principal of the Grammar School. It must be borne in mind that as the schools are kept open for only ten months in the year, pay is drawn for that time only. So that the receipts per annum are but ten, and not twelve, times the sum per month. The best talent cannot be secured and maintained for a less sum. The Board has been fortunate in attaining that end so far, at the lesser price, but the writer has all along felt that it was a personal sacrifice on the part of both those excellent Principals, and he fears now that better offers elsewhere—which both could easily obtain—may take them from our schools and city. This would be a loss not so easily supplied as the reader may think. The state of the city fund has heretofore forced this economy on the Board of Education. As soon as the same will be justified, it is to be hoped the desirable advance will be made.

Of the teachers, as a whole, the "P. M." can speak with some positiveness, from personal acquaintance, and from the occasional visits he is privileged (for it is a great privilege) to make to the schools, there to test by actual observation the practical working of the system, and the capabilities of the instructors for their chosen vocation. It is with pleasure that he bears testimony to the excellence of one and all. They are the "right persons in the right place," and if the "P. M." could have the entire say in the matter he would make no change in any of the departments or schools for an unlimited period in the future. The teachers differ much in disposition, and even in their aptness for instruction and discipline, but as a whole, they will not suffer in comparison with others, either in private or public schools, anywhere in the State. The general discipline of the schools is good, and the progress of the pupils rapid—indeed more so, as actual tests from time to time demonstrate, than the most of those who go elsewhere. The rules prescribed are efficient, and very generally enforced. During the last year a complete system of grading was established, the good effect of which was almost instantly perceptible, and the good work goes on toward the "better and the best," the writer hopes, with all reasonable speed. Ambition has been excited, and so thorough and complete is the grade of studies established that those who finally leave the High School with all the honors of its graduation, need not fear a comparison with those of the best institutions in our State.

POETRY.—We have only received one extended poem since the establishment of this journal—a surprising fact, when one remembers how many young ladies

among our subscribers are "engaged" (in *teaching*, of course). We have been trying to find a place for that one in every number, for it is good if it is long; but thus far without success. The other day, however, we received a short contribution which we presume is poetry, though we are personally no judges of the genuine article. We remember hearing at the High School, a month or two ago, a class recitation in rhetoric, where certain hard names were applied to designate the measure of different stanzas. Will Mrs. Clapp hand the following, "Written for the CALIFORNIA TEACHER," to that class of hers, and send us word what its members call it? Miners send their specimens to assayers to be informed of their real nature. So do we.

THE TEACHERS' TRUST.

Teacher! Thou hast in thy keeping
What the world will soon be reaping
An abundant mental harvest—
Fruit from these immortal blossoms
Which are budding all around you
Waiting for the genial shower
And the glow of sunlight seeking
Wanting still the hand of culture
To assist them in upholding
Their bright buds and stems so tiny
Prove, Oh! prove true to thy trust.

Bruise them not by rudely handling
Crush them not, their soil when treading
But with gentle touch protecting
Guide the frail and trusting tendril
Prune each young erratic branching
Till anon these flowers bursting
In the light of *Truth* and learning
Will display their rich perfection
And exhale a sweet perfume
Gladdening every one beholding—
Then the world and GOD will bless thee
Prove, Oh! prove true to thy trust

TYRO.

San José, December, 1863.

A SUGGESTION.—From our working contributor in Colusa County, we receive the following:

I beg leave to make a suggestion. I think it would increase the circulation of THE TEACHER, if a page (or part of one) were devoted each month to questions and answers on Arithmetic, Geography, History, etc. I imagine it would please boys very much, and might be the means of introducing THE TEACHER to families who would not otherwise make its acquaintance. Some fathers are very fond of having their sons "do sums" in the evening, in the hope that they will the sooner be fitted for *business*. It might also be the means of stirring up some teachers who do not care much about a "journal," but who delight to revel in Arithmetic, as though it were the highest of earthly bliss. I fear, however, that the number of letters you would be likely to receive, in the event of your doing this, would be too much of a tax upon your valuable time, as I do not forget that you work for THE TEACHER gratis. But perhaps some of the pupils of the Normal School would take pleasure in attending to this matter during their leisure time, and prepare the articles monthly, so as to give you no extra labor. The page might be headed "The Teacher and his Pupils."

What do brother Holmes and the Normal students say to that? THE TEACHER is open to them—and to conviction generally.

LEGISLATIVE COMMITTEES ON EDUCATION.—*Senate:* W. W. Crane, Jr., of Alameda, J. E. Benton, of Sacramento, J. W. Haskin, of Mono and Tuolumne R. C. Gaskill, of Butte and Plumas, and C. B. Porter, of Contra Costa and Marin; *Assembly:* J. J. Owen, of Santa Clara, Francis Tukey, of Sacramento, James Bowman, of San Francisco, J. S. Campbell, of El Dorado, and E. F. Mitchell, of Mono and Tuolumne.

NEVADA.—We wish brother Melville would send us an article upon the doings of the Constitutional Convention respecting education. From the telegrams received from time to time, we judge that an excellent spirit prevailed, excepting in the matter of the State Superintendent's salary, which was placed at a figure so low that no man can afford to take the position and throw his whole energies into the work. We copy one of the *Alta's* telegrams, containing a summary statement of the Convention's action for one day:

NOV. 25.—All children between six and fourteen are to be compelled to go to school; all State penal fines to be added to the School Fund, and a stringent provision was inserted to prevent the Legislature tampering with the school moneys. Provision was made for the moneys in the department in connection with a State University free to pupils between fourteen and twenty-one, whose parents are citizens and who possess the qualifications prescribed by the Board of Regents.

AMERICAN EDUCATIONAL MONTHLY.—The *Educational Herald* of New York, in its last number contains the following:

In December will be published the first number of a new series, called the "*American Educational Monthly.*" It will contain thirty-two pages of the size of *Harper's Magazine.* In its typography, in its literature, and in every thing which is requisite to make an invaluable journal for the School and the Family, it will be unrivaled by any thing ever before attempted in this country.

We have no inclination to make high-sounding promises for the future; but we can safely presume to ask every one of our readers to subscribe for the new *Educational Monthly.* The very best talent will contribute to its pages, *and it must succeed.* Its price will be one dollar per annum, and it shall be worth double that sum to every *live* teacher who will give it a trial.

Brother Schermerhorn, of the American School Institute, who is at the foundation of this new enterprise, is a good talker, but he always *does* more than he says. When he italicises "it must succeed," we know it *will.* May the American School Institute, and the *American Educational Monthly,* flourish forever!

SAN FRANCISCO.—The Public and High Schools of this city closed on the 15th ult., and will re-open on the 8th prox. We had the pleasure of attending the examination of the High School, and liked everything we heard except the French, to which our chief objection was, that the students did not hesitate enough. Our own English tongue ought to be the most familiar, but the young gentlemen and ladies didn't seem to care much whether they used French or English. Don't forget your English, *òie vous plait!*

A "NUICENCE."—A subscriber takes the "*oppotunity*" to inform the publisher of the *Maine Teacher,* that "after about three years' endurance" of said journal, he wishes to have "the *nuicence stoped* from *comeing* any *moare.*"

Now, young man, if you will take our advice and study your spelling-book for the year to come, and pay the balance due on your account, you shall have the *nuicence* abated forthwith.—*Maine Teacher.*

CORRECTION.—In the article on "Botany," in our last number (page 132), for "bushes," in the first line, read "rushes," and for "grapes," in the second line, read "grasses."

WISCONSIN JOURNAL OF EDUCATION.—Rev. J. B. Pradt, resident editor, Madison, Wis. Terms, one dollar a year. We are always glad to see this journal when we open our exchanges. It speaks for one of the most enterprising of the United States, and always speaks well. It ought to have a better support from the Wisconsin teachers. From a table in the August number, we see that among 7,069 teachers in the State, only 353 are subscribers, and yet this journal is eight years old. The ratio may be partially explained by the large State subscription, which by the way, we think is always eminently economical, while it is apparently very much needed in Wisconsin. To show that the *Wisconsin Journal of Education* is up to the times, and that its editor knows how to use his pen handsomely, we copy the following item in relation to our State Institute, held in May last:

The last session of the California "State Teachers' Institute," or as we say "Association" was held in San Francisco, during the entire week commencing May 4th, 1863, with an attendance of 400 members. The Institute is provided for by statute, and the State Superintendent is *ex officio* President. Hon. John Swett, the present incumbent, has entered upon his duties with great energy, and evinces, we think, much sagacity and intelligence in their discharge. His first address before the State Institute is replete with fact, argument, and illustration upon the great theme of Public Instruction, and with the proceedings and other addresses, makes a crowded and most interesting pamphlet of 166 pages.

There is a kind of heartiness and practical good sense about the way they do things in California, which is truly commendable. Instead of feeble, hesitating, half-way work, they have already put in operation a Normal School, a County Superintendency, a State Board of Examination, and a State Journal without State aid—the CALIFORNIA TEACHER—which has reached its fourth number. The sessions of the Institute (and of the Convention of County Superintendents held at the same time) were taken up mainly with earnest practical discussions, and addresses, etc. were but the exceptional resting places. Finally, we would say, let Wisconsin look at her remote, young wide-awake sister on the Pacific, and learn.

VASSAR FEMALE COLLEGE, POUGHKEEPSIE, N. Y.—From a Report of the Proceedings of the Board of Trustees, we learn that Mr. Vassar presented to the Institution, as a foundation, $408,000, made up as follows: Real Estate, $47,000; Bonds and Mortgages, $41,500; Rail Road Stocks, $108,500; Bank Stocks, $41,000; Rail Road Bonds, $95,000; United States and State Stocks, $75,000;—all pronounced by a committee of the Board to be of the best class of productive securities, and now yielding a regular income. The grounds given to the College (200 acres) lie at the east of Poughkeepsie, about one mile distant from the city limits. The College edifice is to be brick, with stone trimmings, three stories high, with a Mansard roof. The cost will be about $200,000. The Institution will probably open next spring. The trustees have been fortunate in their selection of President, Prof. Milo P. Jewett, LL.D., from whose "Visit to Europe," made during the present year, expressly to study the condition of education there, we extract the following interesting passage upon the method of instruction in Germany:

Another feature worthy of notice in the German schools is this: *the pupils are taught almost exclusively by oral instruction.* To an American, it is a singular spectacle to see a class of fifteen or twenty young ladies reciting with the utmost animation, while there is not a text-book in the room. No matter what the subject—grammar,

arithmetic, history, chemistry, mental philosophy, algebra, geometry, mineralogy, neither teacher nor scholar has a text-book. Even in the Latin and Greek languages, where the pupil must have, of course, the text of the author before him, the teacher, in many instances, has no book—so familiar is he with every page and line of the writer under examination. The teacher's text-book is his head; here he carries a whole library.—Promptly, without pause, without hesitation, from the rich resources of his own mind, he brings forth whatever the occasion demands. The subject being given out beforehand, different works are consulted by the class in regard to it; information is sought from all sources accessible to the pupil, and the result is communicated in the class-room. The teacher corrects all errors, clears up obscurities, supplies new illustrations, and makes a practical application of the truth elicited—showing its bearings on the scholar's future condition or calling in life, and its relation to the literature, arts, commerce, manufactures, or agriculture of the nation and of the world. The scholars take notes of the teacher's remarks, and the subject is reviewed the next day.

How superior is this method to our practice of giving out a few pages of a text-book which the pupil is to commit to memory, and recite, parrot-like, by rote, in the very words of the book. Whole chapters may be thus recited, with the greatest ease and fluency, when in fact the scholar has no clear, intelligent conception of the meaning of the words uttered. Under the Prussian system, the scholar gains ideas, and not words only; learns things, and not merely names. With us, the teacher almost universally relies on his text-book. Indeed, he often knows nothing beyond it, and he daily goes through the dull routine of question and answer in the language of the book—at the best, only cramming the memory of the pupil with a mass of facts respecting which she is not taught to reason, and which she knows not how to apply.

It must be admitted that the German plan requires teachers of a high order of ability and acquirements—men thoroughly skilled in the philosophy and art of teaching, and this is the fruit of years of professional study and successful experience. Such teachers can be formed, in the best way, only by the special training given by our Normal Professors; and our schools will not generally be supplied with them until the business of teaching is elevated to the dignity of a profession, taking rank with the other learned professions, and entered upon, like the law, the ministry, and medicine, as a life-calling duly honored and rewarded by the people. A few such men are now found among the teachers of our own country, and happy is that institution which shall be so fortunate as to command their services!

Oregon State Educational Association.—Just as we were going to press we received the following, which we publish at once for the benefit of our friends in Oregon:

Salem, Ogn., December 10th, 1863.

Editor California Teacher:

Dear Sir:—The next semi-annual session of the Oregon State Educational Association will be held at Corvallis, Oregon, commencing February 16th, 1863, and continue in session four days. Hon. A. C. Gibbs, Rev. Wm. Roberts, Rev. I. D. Driver and other popular speakers will be present and address the Association. Some of the ablest educators in our State will also be present, and lecture on different subjects connected with schools and teaching. We hope all our teachers who can attend will, and avail themselves of the instruction expected to be imparted at the Institute.

Respectfully yours,

A. C. DANIELS,
Rec. Sec. of Oregon State Ed. Association.

Placer County.—The Institutes in this county have done and are doing immense good. The fourth was held in October last, and the fifth is to be held at Dutch Flat, commencing April 12, 1864. Superintendent Goodrich is already preparing a circular, containing the programme, to send over the county.

THE MAINE TEACHER.—The extract on the "Co-education of the Sexes," published in our October No., (p. 95), and credited to the *Massachusetts Teacher*, belongs of right to the *Maine Teacher*. We took it from the source to which it was credited, in our aforesaid October No., where the author's name, "E. P. Weston," was indeed appended; but we had not then learned whether it was from a book of Mr. Weston's, or whether it might not be from a regular contributor of our Massachusetts contemporary. Since the *Maine Teacher* has commenced its welcome visits to our sanctum, we have come to know "E. P. Weston" better, and he will excuse us for saying we like him first-rate. Even "Down East," where good workingmen are supposed to be spontaneous productions, they have few more energetic and useful laborers in educational matters than E. P. Weston, Editor of the *Maine Teacher*, (terms One Dollar per year; address Portland, Me.) and Superintendent of Public Instruction. It is a pleasant thing thus to respond to the following from the *Maine Teacher* for November:

TRIBUTE TO WHOM TRIBUTE.—The *California Teacher* quotes from an article of ours, on the co-education of the sexes, and gives credit to the *Massachusetts Teacher*. Bro. Pelton was born under the shadow of "Old Blue," in our good county of Franklin, and should have noticed that the said article, re-published in the *Massachusetts Teacher*, was there credited to us.

We have only to add, that "Bro. Pelton" is not in any degree responsible for the error.

NAPA COUNTY.—Supt. Higbie has just completed a series of visits to the schools under his charge, taking occasion to use fitting words in each place, to awaken interest among the parents and teachers. We understand that he took along apparatus with him, and gave exhibitions for the people, now and then. In one country district, a charge was made for admission to the performances, and enough money raised to procure a complete set of outline maps for the school. Napa will come out all right yet.

PACIFIC MONTHLY.—The December No. comes to us with a new name upon its cover. The Editress, Lisle Lester, handles the pen gracefully, and we offer a cordial welcome to her, coming for a home to our California world. The *Pacific Monthly* is published each month in San Francisco. We presume it costs something, though we are unable after a careful examination of this No. to ascertain the price. Our readers will be safe in sending to its address three dollars for a year's subscription.

SUBSCRIBERS.—We have received from the Postmaster at Stockton, information that three copies of THE TEACHER mailed to that office are not taken out as the gentlemen to whom they are addressed have removed. We would suggest that when our readers change their residences they should give us notice, and if the new location is uncertain, we can retain their copies more safely here, sending them when the uncertainty is removed. Not all postmasters, perhaps, are as straight-forward in the performance of their duties as the one at Stockton.

"QUIEN SABE."—Your note has been mislaid; so far as we recollect, the rule in relation to "ie" and "ei," that when "c" precedes, the "e" comes first, as *perceive, relieve.*

NEW PUBLICATIONS.—We have received from H. H. Bancroft & Co., Booksellers, Montgomery Street, the following new works:

BANCROFT'S MAP OF THE PACIFIC STATES. Compiled by Wm. H. Knight. Size, 52 x 64 inches.—Scale, 24 miles to the inch.—Elegantly engraved on copper, and colored in counties. Published by H. H. Bancroft & Co.

This is the *largest and most elaborate map* ever published on the Pacific Coast. It exhibits at one view the States of California and Oregon, the Territories of Washington, Nevada, Utah, and Arizona, the Colonies of British Columbia and Vancouver Island. The work has been compiled from all the official documents, private maps and surveys that have been published relating to any portion of the region embraced, and much new, valuable, and interesting information has been furnished directly to the compiler, through the kindness of United States and Territorial officers, county surveyors, travelers, and others, and is now published to the world for the first time on this map.

When we get low-spirited—which is very seldom—we have only to look up at this splendid map that Mr. Bancroft has hung up in our office for teachers to look at. It is an excellent thing to drive away the blues, and ought—if only for that purpose—to be in every school room in the State. Aside from this most desirable quality, the map is an ornament to be proud of, an entire textbook to be studied, and is thoroughly up to date. We don't see how trustees can be contented to carry on schools without it. It will be ready for general delivery in the early part of January.

MY FARM OF EDGEWOOD—A country book. By the author of "Reveries of a Bachelor." New York: Charles Scribner. San Francisco: H. H. Bancroft & Co.; pp. 319.

Ten years ago and more Ike Marvel wrote his dreams. To-day he writes with the same graceful pen his realities. His works of fancy were very pleasant then; his works of fact are nearly as pleasant now. The vision of country living, so frequent to us who dwell in the city's bustle—and so seldom realized, has been embodied by the author of the "Reveries" as far as it may be in the land of steady habits; and thence, he sends out to the world his story of *how* it was done. He carried sound practical sense to his farming—which is more than can be said of most book-men; but he did not become a mere farmer when he began to milk his cows. In this book, all perfumed with the sweet country air, he tells us how he educated the soil where he founded his home If teachers would do their training as well, the future of our country would be safe.

GALA DAYS. By Gail Hamilton. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co.; pp. 436.

A readable volume, composed chiefly of articles republished from the *Atlantic Monthly.* It is a sparkling book, with more than one "spasm of sense" in it. It is a book to be read rapidly, and is likely to leave the reader sometimes a little provoked, but never with a bitter feeling against Providence, or the creatures of His care.

OUR OLD HOME; a series of English Sketches. By Nathaniel Hawthorne. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co.; pp. 398.

Old England is herein sketched in choice English. We feel better acquainted with the quiet scenes and the peculiar institutions of our "fatherland," for reading these well-turned sentences. It would be an impossibility for Hawthorne to write a poor book, if he tried. He did not try in these pleasing sketches—which, of course, everybody will read at the first leisure hour.

THE BIVOUAC AND THE BATTLE FIELD. By George F. Noyes, Captain U. S. Volunteers. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co.; pp. 339.

The author of this book was for some years a lawyer in this city, and we take his book with something of the feeling that he belongs to the California family. We listen to the stories he tells, and we watch the flashings of patriotic thought with something of a personal interest. But aside from the author himself, the book is a good one. It is not pretentious, not full of show but a simple narrative of what has been seen and felt in the Army of the Potomac. As such we commend it to all our readers.

SCIENCE FOR THE SCHOOL AND FAMILY. PART 1. NATURAL PHILOSOPHY. By Worthington Hooker. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co.; pp. 346.

This book is well arranged, and written in a clear style, full of illustrations than can be understood by the young folks, with occasional quotations that are full of interest. The *lecture* style is adopted throughout, and as a specimen of style take this, to which we open at random. Treating of sound we find:

Motions of the Heavenly bodies without noise.—Sound is often heard at a very great distance on the earth. The sound of an eruption of a volcano has been heard in one case at the distance of 970 miles. But suppose that the same sound should occur at the same distance from the earth, that is, over 900 miles beyond the atmosphere that enrobes the earth, no inhabitant of our world could hear it, for the same reason that you do not hear the bell ringing in an exhausted receiver. If, therefore, any sound, however loud, should be given forth by any of the heavenly bodies, we could not hear it. The course of these bodies in their orbits is noiseless, because they meet with no resistance from any substance. Bodies passing rapidly through an atmosphere cause sound, from the resistance which the air gives to their passage. The whizzing of a ball is an example of this. It is the passage of the electric fluid through the air which produces the thunder. But the heavenly bodies, having no such resistance, make no sound in their course, though their velocity be so immense. In the expressive language of the Bible "their voice is not heard." (p. 197.)

From the publisher we received the following:

WINE, WOOL AND STOCK JOURNAL—A monthly publication: Being a compendium of all matters connected with the culture of wine, wool, stock raising, tobacco and other domestic interests on the Pacific Coast. Three Dollars per year. J. Q. A. Warren, San Francisco.

The above is a very valuable publication, and is sound on educational matters, as demonstrated by an article quoted therefrom in another part of this number.

THE

CALIFORNIA TEACHER.

FEBRUARY, 1864.

Vol. I.] SAN FRANCISCO. [No. 8.

[For The California Teacher.]

HEAT CONSIDERED AS A MODE OF MOTION:

Being a Course of twelve Lectures delivered at the Royal Institution of Great Britain, in the season of 1862. By John Tyndall, Professor of Natural Philosophy in the Royal Institution. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co.; pp. 480.

BY GEO. W. MINNS.

AN examination of this work will show how much most of the text-books on Natural Philosophy are behind the times. Even now, the old notion of "imponderable forms of matter," still finds a place in them, and among these, *heat* is classified. The doctrine that *light*, *heat*, *frictional electricity*, *chemical electricity*, *magnetism*, *electro-magnetism*, and *magneto-electricity*, are all modifications of the same thing, are all caused by force, and are mutually convertible into one another, and into force, is scarcely noticed in our schools and colleges, notwithstanding it is accepted by some of the most eminent modern philosophers. It is considered by them that there is, pervading the universe and all the spaces between the atoms of bodies, a very thin, subtile, and elastic fluid, to which the name *ether* has been given. The vibrations of the atoms of a luminous body produce in this fluid undulations which reaching the eye cause light; another kind of vibrations, making a different kind of

undulations, affects the nerves of feeling with the sensation of heat. In a similar way are produced the various phenomena of electricity, magnetism, etc., which are all different manifestations of motion. The old theory was, that *light* and *heat* are matter; that heat, for instance, enters into combination, in various proportions and quantities, with all bodies; that latent heat, is heat stored up and packed away in a body, and that when it is developed, it is squeezed out of a body by a reduction of its bulk, as in the familiar case of heating iron by beating it. When one end of a bar of iron is thrust into a fire and heated, the other end soon becomes hot also. According to the theory that heat is matter, a fluid coming out of the fire enters into the iron, and passes from particle to particle, until it has spread through the whole. When the hand touches the bar, it passes into it, also, and occasions the sensation of warmth. According to the vibratory theory, the heat of the fire communicates to the particles of the iron themselves, or to a subtile fluid pervading them, certain vibratory motions, which motions are gradually transmitted in every direction, and produce the sensation of heat, in the same way that the undulations or vibrations of air produce the sensation of sound.

The principal sources of heat are the sun, electricity, chemical action, and mechanical action. The last includes friction, compression, and percussion. In fact, there is no motion without heat. It is generated by the quivering of leaves, by the movement of the waves of the ocean, by currents of air, whether coming in contact with objects on the earth or not. It is produced by a lady beckoning you to her side, as well as by the blow of a Heenan; by a gentle patting on the head of a pupil, or by a severe administration of the argument *a posteriori*. Pour cold water from one tumbler into another,—stretch a piece of india-rubber,—erase pencil marks with it,—heat follows, and its presence can be shown. A thermometer is by no means delicate enough for this purpose. The instrument used by Prof. Tyndall was a thermo-electric pile, of exquisite and unerring sensitiveness, in combination with a galvanometer, a freely suspended magnetic needle. Breathe upon the disc of the pile, approach the hand to it, stretch a piece of india-rubber in contact with it, and the needle instantly moves in a certain direction, indicating the presence of heat. Bring a piece of ice near the pile,

and the needle will move in an opposite direction, indicating cold, or the absence of heat. By means of this apparatus, the Professor exhibited a large number of novel and beautiful experiments, which are detailed in this work, with all the necessary illustrations, and which show that the phenomena of heat are simply transformation of motion.

When we speak of heat produced by mechanical action, this is the same as saying that it is caused by force, or motion. The illustrations to this effect are numerous. It is not necessary to do more than mention the striking of fire with flint and steel, the kindling of two pieces of wood by friction, making iron hot by hammering, setting tinder on fire by the heat produced by suddenly compressing air in the fire syringe, the explosion of percussion caps, etc., etc. In all these instances, the old explanation that the heat was there, but in a latent form, and was squeezed out by reducing the size of the things used, is now discarded. The true explanation is, that the heat was eliminated at the very time of the collision, and not before, by the transference of the mechanical force used to the atoms of the mass, producing among them the agitation called heat.

The common experiment to illustrate the theory of latent heat is that of placing over a fire a mixture of ice and water of the temperature of 32° Fahrenheit. Notwithstanding heat is continually passing into the vessel, the temperature of the water does not rise until all the ice is melted. It is commonly said that the thermometer does not indicate any increase of heat until the period stated, because the heat is combining with the ice to form water, and that the latter has a much greater store of latent heat than the former. This explanation is untenable. The modern theory is, that the heat thus applied is employed in melting the ice—that is, in forcing the atoms of the ice into new positions, and while doing this work, it is lost as sensible heat. On the other hand, let water be cooled until it is frozen, the molecules again clash with an energy equal to that which was employed to separate them, and the precise quantity of heat before consumed now reappears. A bullet, in passing through the air, is warmed by the friction; and the most probable theory of shooting-stars is, that they are small planetary bodies revolving round the sun, which are caused to swerve from their orbits by the attraction of the earth, and are raised to incandescence by friction against our atmosphere.

When Stephenson was driving in the piles of the marvelous High Bridge, at Newcastle, the heads of the piles frequently burst out in flames. It was the motion of the Nasmyth hammer in another mode of being. A shot fired against an iron-plated battery will be made so hot that it cannot be touched. It has been noticed at night, that at the instant of concussion between the shot and the vessel's side, a broad sheet of intensely bright flame was emitted, almost as if a gun had been fired from the vessel in reply. The motion of the ball was suddenly arrested; but it did not perish,—it was transmuted into heat. The water at the bottom of a cataract is slightly warmer than at the top; the sailor's tradition is correct, the sea is rendered warmer through the agitation produced by a storm, the mechanical dash of its billows being ultimately converted into heat. The beating of the paddle-wheels of a steamer against the water evolves heat.

Recent experiments made by Mr. Joule, of England, appear to show that the actual quantity of heat developed by friction, is dependent simply upon the amount of force expended, without regard to the nature of the substances rubbed together. He found, as the result of a great number of experiments, that when a pound of water is elevated in temperature one degree, some force equivalent to the raising of a weight of about seven hundred and seventy-two pounds to the height of one foot is always exerted. This discovery, that heat and mechanical power are mutually convertible, and that the relation between them is definite—seven hundred and seventy-two foot-pounds of motive power being equivalent to a unit of heat —that is, to the amount of heat requisite to raise a pound of water through one degree of Fahrenheit, is one of the most interesting of modern science, and has led to many important deductions. Thus, force is expended by friction in the ebb and flow of every tide, and must, therefore, reappear as heat. Nay more, the great tidal wave is, in part, dragged as a brake along the surface of the earth in a direction contrary to its rotation. "Supposing then," in the words of Mayer, "that we turn a mill by the action of the tide, and produce heat by the friction of the mill-stones, that heat has an origin totally different from the heat produced by another pair of mill-stones which are turned by a mountain stream. The former is produced at the expense of the earth's rotation; the latter at the

expense of the sun's radiation, which lifted the mill stream to its source."

In regard to the connection between *heat* and electricity, Professor Tyndall remarks:

> We have every reason to conclude that they are both modes of motion; we know experimentally, that from electricity we can get heat, and from heat we can get electricity. But although we have, or think we have, tolerably clear ideas of the character of the motion of heat, our ideas are very unclear as to the precise nature of the change which this motion must undergo, in order to appear as electricity,—in fact, we know as yet nothing about it.

The heat resulting from chemical affinity is accounted for, upon Professor Tyndall's theory, in the following manner:—it is produced by the motion of atoms towards one another.

> All cases of combustion are to be ascribed to the collision of atoms which have been urged together by their mutual attractions. In the burning of coal, you are to figure the atoms of oxygen showering against those of the coal exactly as we regard the clashing of a falling weight against the earth. The heat produced in both cases, is referable to a common cause.

Various theories have been advanced, from time to time, to account for the light and heat of the sun. We are astounded when we think what floods of light and heat are continually poured forth from that glorious luminary. It is mathematically true, that the quantity of solar heat intercepted by the earth is only $\frac{1}{2,300,000,000}$ radiation. Possibly, the idea of most is, that the sun is a fire, differing from ordinary fires only in the magnitude and intensity of its combustion. But what is the burning matter that can thus maintain itself? The calculation has been made, that if the sun were a solid block of coal, and were to burn at the rate necessary to produce the observed emission, it would be utterly consumed in 5,000 years. On the supposition that the sun was originally endowed with a store of heat—a hot globe now cooling—it has been estimated that the entire mass of the sun would cool down 15,000° Fahrenheit in 5,000 years.

There is another theory or speculation advanced by Mayer, "and which," says Prof. Tyndall, "however bold it may appear, deserves our earnest attention. With regard to the probable truth or fallacy of the theory, it is not necessary that I should offer an opinion; I would only say that the theory deals with a cause which, if in suffi-

cient operation, would be competent to produce the effects ascribed to it." From the calculations based upon the mechanical equivalent of heat, it appears that if our moon were to fall into the sun, it would, by the collision, develop an amount of heat sufficient to cover one or two years' loss; and were our earth to fall into the sun, a century's loss would be made good. Some philosophers suppose the Zodiacal Light to be a cloud of meteorites, and that these are continually falling into the sun. Now, it has been calculated that the maximum velocity with which a body can fall into the sun is about three hundred and ninety miles a second, and that an asteroid, striking the sun with that velocity, would generate about 10,000 times the quantity of heat generated by the combustion of an asteroid of coal of the same weight. It is believed by astronomers that there is a vast number of meteorites in the solar system. If these are continually raining down upon the sun, the collision is competent to produce the light and heat of that body.

We should like to quote in full the eloquent peroration of Prof. Tyndall's lecture upon the Sun, but must content ourselves with the following extract:

Leaving out of account the eruptions of volcanoes, and the ebb and flow of the tides, every mechanical action on the earth's surface, every manifestation of power, organic and inorganic, is produced by the sun. His warmth keeps the sea liquid, and the atmosphere a gas, and all the storms which agitate both are blown by the mechanical force of the sun. He lifts the rivers and the glaciers up to the mountains; and thus the cataract and the avalanche shoot with an energy derived from him. Thunder and lightning are also his transmuted strength. Every fire that burns, and every flame that glows, dispenses heat which originally belonged to the sun. In these days, unhappily, the news of battle is familiar to us; but every shock, and every charge, is an application, or misapplication, of the mechanical force of the sun. He blows the trumpet, he urges the projectile, he bursts the bomb. And remember, this is not poetry, but rigid mechanical truth. He rears the whole vegetable world, and through it the animal; the lilies of the field are his workmanship, the verdure of the meadows, and the cattle upon a thousand hills. He forms the muscle, he urges the blood, he builds the brain. He builds the forest, and hews it down,—the power which raised the tree, and which wields the ax, being one and the same. The clover sprouts and blossoms, and the scythe of the mower swings, by the operation of the same force. The sun digs the ore from our mines; he rolls the iron; he rivets the plates; he boils the water; he draws the train. There is not a hammer raised, a wheel turned, or a shuttle thrown, that is not raised, and turned, and thrown, by the sun. The sun comes to us as heat; he quits us as heat; and between his entrance and departure the multiform powers of our globe appear. They are all special forms of solar power,—the moulds into which his strength is temporarily poured.

We conclude, by commending to our readers Professor Tyndall's work, which will be found to contain details of numerous interesting and beautiful experiments, explained and illustrated in an admirably simple and lucid manner.

[For The California Teacher.]

STUDYING THE CLASSICS IN SCHOOLS.

BY PROF. MARTIN KELLOGG, OF THE COLLEGE OF CALIFORNIA.

THE Classical authors, as the term is commonly used, are Greek and Latin. When we speak of studying the Classics, we mean the best writings of the Greeks and Romans, in the original tongues.

These authors deserve a place in the course of study in our common schools. The Latin language, especially, should be taught quite extensively. In many schools this cannot be done: they are primary in their character, or the teachers employed are such as have themselves had no classical instruction. But in graded schools, and in other schools where suitable teachers can be found, the classics should have an acknowledged, and often a prominent place. The higher mathematics are taught, to some extent, in such schools; the classics present at least as strong a claim.

There are advantages in this study,

I. For those who can have only a school education.

1. From the *kind* of study. There is a peculiar and very valuable discipline to be got by it. We learn to reason from probabilities; weighing, balancing, making careful and exact discriminations. We learn to distinguish the subtler shades of thought, and to see how much depends on the right choice and use of words. Our taste is cultivated. Nowhere can more exquisite models of composition be found than in the classics. By the common consent of the literary world, there can scarcely be found, in the whole realm of letters, such prose and poetry as the old Greeks and Romans have bequeathed to us. The jarring schools and the changing ages agree in admiring the classic models; with one voice they declare their surpassing excellence.

2. From the *knowledge* acquired. The knowledge of ancient times; of the old, potent civilizations, out of which have come so many of our modern influences. Those were the fresh periods of the world's life—the times of its lusty youth. There is a use, as well as a charm, in looking through the language of such nations as were then on the world's stage, down into their hearts and minds and lives. Translations cannot give us the whole; they are lifeless, compared with the glowing originals. If we wish really to enter into the spirit and life of a people, we must understand the very words in which they thought, and loved, and sung. Nor, in classical study, do we stop with mere word-meanings. We are led into the higher domains of discussion—into the widest relations of history. The text of a particular author is made the unit of appreciation; and by means of this we compute facts of geography, of chronology, of politics, of philosophy, of law, of religion. There is no star in the ancient heavens which is not brought to view by the glass of language.

This study gives us, also, the knowledge of language. Our own English, and other modern tongues, are greatly indebted to the classical languages, especially to the Latin. She is the mother of the French, Italian, and Spanish; and those who wish to know the daughters ought always to secure the mother's introduction. The English is of mixed descent; but its life is largely drawn from the Latin. Anglo-Saxon, as it is styled, is the important ground-work; but we should be poor indeed, deprived of our rich classical inheritance.

In the use of our large Latin element the study of Latin is of very great service. It gives us a new power over common speech. It helps us to accurate distinctions, and guides us nearer to the truth we think, or speak, or hear. There is, moreover, a great pleasure in such a mastery of our noble tongue. Language is life to us, in many respects; and the more familiar and life-like we can make it, the greater are our enjoyment and power.

The Sciences have nomenclatures drawn almost wholly from the classical tongues. He who wishes to pursue scientific investigations, or to understand scientific progress, will find it of great use to know something of the original of the terms thus imported.

There is a Science of Language, which in these days is becom-

ing popularized. It is destined to attract increasing attention, and to claim, more and more, the notice of all intelligent men. A basis for such study will naturally be found in the classics. Without these, there can hardly be sufficient means of comparison and illustration.

These, imperfectly hinted at, are a few of the reasons why classical authors, especially the Latin, should be brought within the reach of those who receive only a school education. But, the advantages of the Classics should be given in our schools,

II. For those who may have the wish and opportunity for further study.

Often a young man does not know where he will stop. He is tempted on, from one field of study to another. Now that course is best, other things being equal, which will leave him at liberty to go on to any extent. He may choose to go through a regular College training. He may be drawn, without this, to a professional life. He may become an amateur in scientific pursuits. In any of these events, he will be much advantaged by a previous introduction to the classical tongues. As an amateur student, he will be far more intelligent, and find himself in a much wider range of his favorite literature and companionship. As a professional man, it is indispensable that he be master of the classical technics of his profession. And the case is not infrequent, in which a taste of classical study leads directly to the acquisition of a "liberal education," which is, or should be, one most worthy of a "freeman"—a generous culture, such as our higher institutions aim to impart, as a means of wider influence and nobler achievement.

Classical studies are on the line of these higher attainments and results. Ought they not to be early fostered, with these ends in view?

These studies are very beneficial, very interesting and satisfactory in themselves. They would deserve a place in our schools, if none were to go beyond the school curriculum; but they should be encouraged, also, for their stimulus to further studies—for their use in the higher walks of life.

We know many schools in California, where, we think, the classics ought to be taught. We are sure they ought in the public schools of a City like San Francisco. So of Sacramento, where we

are told a beginning has been made. So of the leading cities and towns of the interior. We know teachers fully competent to give such instruction, who would delight to do it, if encouraged by school authorities and by parents. Such can be found at Brooklyn, at Santa Cruz, and many other places. We know County Superintendents—a large number of them—as in El Dorado and Sierra, whose education and tastes may safely be appealed to in favor of the introduction of classical studies, where it is practicable.

To all who are interested, and have a voice in our schools, we appeal in behalf of the time-honored classics. They have held their place for centuries; they will continue to hold it. If California wishes not to fall behind in her intellectual and literary standard, she must not neglect the classics.

[For The California Teacher.]

AN ALGEBRAIST IN TROUBLE.

EDITOR TEACHER:—Through the kindness of a friend in the San Francisco school department, I have received No. 5 of the TEACHER, the first number I have seen. I have been much interested in its perusal. As we have no schools in this locality yet, and as it is far from my purpose to indite a set article, I will simply tell you of an incident brought about by the receipt of the TEACHER, and which at least was amusing to us, at the time. In the jumble of society consequent upon the rush to this place from all quarters of the world, many queer fellows meet. We have quite a number here too, roughing it as "honest miners," who have considerable literary attainments, and a knot of whom are wont to gather at my office to while away the long winter evenings. The other night they were assembled as usual, and when the TEACHER arrived it of course had to run the gauntlet of all our criticisms. One of our number is a jolly good fellow, who prides himself on two things especially: one, that he and Hamlet, the Dane, are co-patriots; the other, that he studied in the great university of Copenhagen. *Our* schools and *scholars* are taken by him as a text for an unfailing fund of raillery and mirth; consequently, whenever we get a

good thing on *him*, we enjoy it. The article on algebra (p. 110) brought him out as usual; that we had no teachers of mathematics in this country, worthy of the name, and from that he went on to tell of mathematics in Copenhagen. Well! as we say here, he might have been a whale among *sardines*, but there happened to be some present not included in the latter category, in their own estimation, at least; and to test him an equation was made up, and he required to find the value of x. He went at it briskly enough, but, alas for the honor of Copenhagen! he soon became sadly puzzled and was wholly unable to connect. We made as much capital and had as much fun out of his failure, we flatter ourselves, as could have been extracted from it even in a civilized community. Finally a waggish member of the party addressed him, with something of the injured air which Pickwick probably assumed, when he gave it as his deliberate conclusion that his sporting friend was a *humbug:*

"Hamlet!" said he, "I believe you're trying to play us. I don't believe you know how, even, to resolve x into its component parts, —or at least," added he, "I don't believe you can do it right off, *now*."

Hamlet looked thoughtfully for a moment into the face of his interlocutor, who puffed away at his pipe with imperturbable gravity.

"Say that again," said Hamlet, inclining his head slightly, while his countenance assumed the peculiar expression indicative of strong mental concentration.

"Re–solve x into its com–po–nent parts," slowly and dogmatically repeated his tormentor.

"Ay!" said Hamlet, drawing a long breath, "there's the rub! If I could do *that*, I could do the *whole thing*, easy. But," continued he, reflectingly, "*I can do it.* Yes! I can *do* it; just let me alone—give me a little time."

And we have let him alone, *severely;* and the gentleman from Elsinore thoughtfully wanders in and out the haunts of Star, and still wanders, and ponders, and vainly endeavors to "resolve x into its component parts."

When he accomplishes it, I'll let you know.

HUMBOLDT MINES.

[For The California Teacher.]

SPELLING.

BY MRS. AURELIA GRIFFITH.

In the California Teacher, of December, appeared the reports of Prof. Swezey and Mr. Marks, on the semi-annual examinations of the San Francisco Primary Schools. In it they say, that the least success seems to have been attained in spelling.

That this study is essential, every one will admit. But, as they say, it is intrinsically dry work. And I propose each of the teachers should make known, through this magazine, any method practiced by them, which, in their experience, has proved the most successful. To contribute my mite, I would remark that the first thing necessary is to enlist the scholar's interest. And in five years' experience, I found nothing equal to the following method. Tell the pupils to find, for themselves, the hardest word they can, any where in or before the proposed lesson for the next exercise. Then, after it is finished, let the one who is unfortunately at the foot, give out his word to the scholar next above him. If it is spelt correctly, he remains in his place. But, if the one above miss, let the next try it, and so on until the orthography is rightly given; the foot going above all that miss, or if all do, he spells it and goes to the head. Then the one, who was at first next the foot, puts out his word. And in the same manner all the rest have an opportunity to recover their lost places; the one who was, at first, head, having the last chance. But the teacher should never allow scholars to select words after taking their place in the class, insisting upon one being found before they are called.

This method may not be new to many. However, I have never seen it practiced by any but a brother of mine, from whom I learned it, and by myself. And, in my experience, it was certainly wonderful with what an interest the pupils sought to puzzle each other. It was something for them to do, and any one interested in children will soon see with how much pride they assume a responsibility, in the least, resembling that resting upon those they revere and love.

[And here is something more on the same subject from another contributor.—Ed.]

SPELLING.

When some members of a class spell very much better than others of the same class the reason may be safely attributed to that diversity of intellect which is found everywhere; but when nearly *all* the members of a class spell exceedingly well or the reverse, or, when the ready spellers spell indistinctly and the distinct spellers with much hesitancy, the reason must be sought in the teacher.

In this short article I have nothing to say in regard to the comparative merits of oral and written spelling—let each judge for himself: but those who have oral spelling at all should treat it as though it were worthy of being well done.

Having recently had an excellent opportunity of noting mistakes of teachers in this study, I propose to touch upon some of the most common.

There should be no apathy: the teacher who cannot raise a spirit of emulation in regard to spelling, certainly cannot do it in regard to anything else.

The simplicity of the study, it being principally an act of the memory alone, its disconnected character, and the obviousness of its immediate utility combine to render it easy to make children emulous to excel in it. This point gained, the work is somewhat more than half done.

Have it distinctly understood, that in the spelling of a word the speller is not to be guided by the pronunciation of the teacher. At least two teachers out of every three pronounce words more distinctly for spelling than for conversational purposes. If it were desirable to turn out hesitating spellers, this mode would be very efficient; it is accustoming the speller to depend upon the *sound*, instead of attending to the *idea* which the sound represents.

One very excellent teacher gave out the word, *preparation*, thus: prep–*a*–ration; and of course it was correctly spelled. In less than ten minutes thereafter, the word was again given to the same pupil, purposely; but this time it was pronounced as ordinarily, and was spelled prep–*er*–ation. And another, in the same class, spelled *identical* correctly for the teacher, but ended it with *cle* for an examiner.

Let the class be thoroughly impressed with the fact—a few repetitions will do it—that they are putting together letters to form signs of ideas; that if the idea, whose name is to be spelled, could in every case be presented to them the *oral* representative *never* would. Thus, to spell *book*, the object would be shown them, but its name not spoken; and so far from expecting the teacher to give the word with any especial distinctness, they ought to be satisfied if only enough of the word be given to call the idea to mind.

Pupils should be allowed to spell once and only once; and they should be required to utter each individual letter with so great a degree of distinctness, that there can be no doubt as to what letter is meant; *e* and *a*, *o* and *u*, *i* and *y*, etc., are not so much alike that they need to be confounded. If any letter be given so as to sound like any other, it should be called wrong even if there is a moral certainty that the right letter was meant. Although distinct spelling generally depends upon a clear conception of the formation of the word to be spelled, yet the relation between distinct spelling and clear conception is so far mutual, that if a pupil be compelled to spell a word more distinctly, he will conceive its formation more clearly.

Pupils should spell loud enough to be distinctly heard across the class-room. I say nothing about individual cases that may be exceptional; but when the major part of a class spell so low that they cannot be readily heard, they may be safely set down as poor spellers. They spell low because they lack confidence, and they lack confidence because they don't know how to spell. 'I have known great, strong girls, twelve years old, to spell so low that they could not be distinctly heard at the distance of six feet; and yet at recess, in the yard, they never yelled anything less than blue murder. If any teacher doubts this, let him give the same soft speller a number of easy words in succession, and he will see how increase of confidence brings increase of voice.

Resident Editors' Department.

TEXT BOOKS—adopted by the State Board of Education, for use in the public Schools of California, in accordance with the provisions of Section 50 of the revised School Law. *Arithmetic:* Eaton's Primary, Eaton's Common School, Eaton's Higher, Eaton's Mental. *Geography:* Allen's Primary, Cornell's Primary, Warren's Intermediate, Warren's Physical, Guyot's Manual of Physical Geography, Cornell's Outline Maps, Cornell's Map Drawing, Guyot's Slate Map Drawing, Guyot's Wall Maps of Physical Geography. *Grammar:* Greene's Introduction (for beginners), Quackenbos' English Grammar. *Readers:* Willson's Series, entire, Willson's Primary Speller, Willson's School and Family Charts. Books recommended for use: Quackenbos' Natural Philosophy, Quackenbos' History of United States, Quackenbos' Primary History of United States, Quackenbos' English Composition, Hooker's Elementary Physiology, Hooker's Larger Physiology, Burgess' System of Drawing, Burgess' System of Penmanship. For use of teachers: Calkins' Object Lessons, Sheldon's Elementary Instruction, Sheldon's Lessons on Objects, Wells' Graded Schools, Willson's Manual of Instruction on Object Lessons, Russell's Normal Training, Page's Theory and Practice of Teaching, Emerson's School and Schoolmaster, Northend's Teacher, Russell's Vocal Culture, Guyot's Earth and Man, THE CALIFORNIA TEACHER.

LELAND STANFORD, Governor,
J. F. HOUGHTON, Surveyor-General,
JOHN SWETT, Supt. Public Instruction,
State Board of Education.

SAN FRANCISCO HIGH SCHOOL.—The Commencement Exercises of this institution were held in the old Unitarian Church, on the fourteenth of January. The house was crowded to its utmost capacity, and many were unable to gain admission. The Graduating Class consisted of fourteen young ladies and five young men. The exercises passed off to the entire satisfaction of everybody; the singing, under the direction of Mr. Elliott, was excellent; the essays of the young ladies were well read and well received; the declamations of the masters were substantial; and the teachers of the school may well feel an honorable pride in the class which has been four years under their instruction. Judge E. D. Sawyer presented the Diplomas, delivering an excellent address to the recipients; the State Superintendent made a brief talk to the class; the audience sang America, and then dispersed, leaving the graduating class to take a parting leave of teachers and receive the congratulations of friends.

VERMONT.—We are indebted to the Secretary of the Vermont Board of Education, J. S. Adams, for a copy of the Seventh Annual Report of that State, for the year 1863. Like all his preceding reports, it is a very able one. Mr. Adams is vitalizing the school system of Vermont, and infusing his own energy into all departments. A Revised School Law—A Uniform State Series of Text Books—Teachers' Institutes—Full and Correct Returns from School Officers—and many other good things—are the results of his practical efforts. Mr. Adams, in a previous report, urged the importance of the study of the Geography and History of Vermont, in all the Public Schools. We are glad to learn from the report that the Legislature has passed an act requiring these two studies to be pursued, and authorizing the State Board to adopt text books. The Secretary urges, at length, the advantages of Graded Schools, and touches on the subject of a State Agricultural College and Normal School. We are indebted to Mr. Adams for many valuable thoughts, and take this occasion to extend to him the right hand of fellowship. We get a good many Vermont teachers out here, and they are generally "tall" ones. We have room for several more Vermont school-marms; send them along, Mr. Adams. We don't intend that California shall be far behind Vermont, in Public School matters, even if our female teachers *do* marry off in six months, notwithstanding a salary of fifty dollars per month and board. As California has adopted a State Series of Text Books, the following extract is of interest:

The Authoritative List of Books.—The authorized list of books continues to give general, and as I think increased, satisfaction throughout the State. That portion of the act of 1858, by which provision was made for the selection of an authoritative list of school books, was at first regarded with a great deal of jealousy, and for many months met with much and oftentimes with virulent opposition. It was assailed as despotic in character and odious from its alleged tendency to the creation of a monopoly in the sale of school books, and its meddlesome interference with individual rights. But opposition to the law has been as short-lived as it was violent. The law has vindicated itself by its own operation, and while it is now almost universally approved, it has in a quiet way effected a great saving of money. I have not the least doubt but that the amount of money saved by the operation of this single clause of the law, is more than equal to the amount paid to town Superintendents, together with the expense of the Board of Education, Secretary, School Registers, and annual Report. The action of the Legislature at its last session, by which the time to which the operation of the law was originally limited, was extended three years with little or no discussion, evinces the general approval of the law within the State; and the educational officials of several of the other States have noticed the Vermont law and its successful administration, as eminently effective, simple and worthy of imitation or adoption. The riddance of the State of the swarm of book speculators, by which in common with all other States, it had been infested, was a leading object of the law, and has been most successfully accomplished. Book agents have almost entirely disappeared.

PERSONAL.—"Put," of Boston once on a time, comes into our sanctum daily and appropriates our easy chair all to himself. To the contrary, notwithstanding, we hold "Put" the prince of good fellows, and we intend that he shall "make himself *to hum*" with us. At present date he is fat and hearty, and, in breadth of beam, resembles "Old Put" who "fit" in the Revolution. *Massachusetts Teacher* please take notice—not of us—but of "Put."

STATE NORMAL SCHOOL.—The second term of the State Normal School closed on the twenty-second of December, 1863. An informal examination was conducted by the Principal, Mr. Holmes, the Superintendent of Public Instruction, and the City Superintendent of San Francisco. Remarks were made by B. W. Putnam, Esq., a veteran "regular" in public school service, out here on a furlough from "Athens;" ex-City Superintendent Denman, just home from a sight-seeing tour in Europe; J. C. Pelton, Principal of Rincon School, and Dr. Gibbons. The appearance of the school was highly creditable to both pupils and teachers. The third term of the school commenced on the sixth of January, under very favorable auspices. Sixty pupils were in attendance, and the prospect is good for an attendance of seventy-five. We are pleased to notice among the new members of the class a considerable number that have been engaged in teaching in the State, and as there are a few vacant seats, we trust that others of this class of students will immediately avail themselves of the advantages which the school affords for acquiring a working power, and a knowledge of the practical details of the teacher's profession. Miss Mary R. Harris, recently from Boston, has been employed as Female Assistant. We shall give in our next number the new Course of Study, and the Rules and Regulations of the school.

Superannuated or Worn-out Teachers.—The Legislature has appropriated $4,000 per annum in aid of superannuated and worn-out common school teachers. The allowance cannot exceed six dollars per annum for each year that the recipient has taught a common school in Upper Canada. Each recipient must pay four dollars for the current year, or five dollars for each past year, since 1854, into the fund; nor can any teacher share in the fund unless he pays annually at that rate to the fund, commencing with the time of his beginning to teach, or with 1854 (when the system was established), if he began to teach before that time. If a teacher has not paid his subscription annually, he must pay at the rate of five dollars per annum for past time, in order to be entitled to share in the fund when worn out. Table O gives the age, services, etc., of each pensioner, and the amount of the pittance which he receives. Two hundred and nine teachers have been admitted to receive aid from this fund; of whom thirty-eight have died before or during the year 1862. The average age of each pensioner in 1862, was sixty-six and a half years.

In conclusion, the Chief Superintendent of Education says:

The steady progress which the school system has made, irrespective of the occasional depression of agriculture, trade, and commerce, the wide dimensions to which it has attained, the various aids to the improvement and extension of its operations, the sensitiveness and jealousy with which the people at large view any possible infringement of its principles or integrity, and the liberality and zeal with which they have availed themselves of its facilities for the education of their children, encourage the hope, under the Divine blessing, for the future advancement and prosperity of Upper Canada.

"WHAT WILL HE DO WITH IT?"—If any teacher has a dollar, and doesn't know, we advise him to subscribe for the *Illinois Teacher*, published at Peoria.

SAN FRANCISCO.—The Public Schools of this city opened on the 7th inst. with crowded houses. Every seat is taken and hundreds cannot gain admittance. And yet some people say, we have no need of a State School Tax. Let the children of the poor grow up in ignorance, is a maxim of the dark ages. Vote the taxes and educate the children, is true democratic doctrine.

VERMONT.—We are indebted to the Secretary of the Vermont Board of Education, J. S. Adams, for a copy of the Seventh Annual Report of that State, for the year 1863. Like all his preceding reports, it is a very able one. Mr. Adams is vitalizing the school system of Vermont, and infusing his own energy into all departments. A Revised School Law—A Uniform State Series of Text Books—Teachers' Institutes—Full and Correct Returns from School Officers—and many other good things—are the results of his practical efforts. Mr. Adams, in a previous report, urged the importance of the study of the Geography and History of Vermont, in all the Public Schools. We are glad to learn from the report that the Legislature has passed an act requiring these two studies to be pursued, and authorizing the State Board to adopt text books. The Secretary urges, at length, the advantages of Graded Schools, and touches on the subject of a State Agricultural College and Normal School. We are indebted to Mr. Adams for many valuable thoughts, and take this occasion to extend to him the right hand of fellowship. We get a good many Vermont teachers out here, and they are generally "tall" ones. We have room for several more Vermont school-marms; send them along, Mr. Adams. We don't intend that California shall be far behind Vermont, in Public School matters, even if our female teachers *do* marry off in six months, notwithstanding a salary of fifty dollars per month and board. As California has adopted a State Series of Text Books, the following extract is of interest:

The Authoritative List of Books.—The authorized list of books continues to give general, and as I think increased, satisfaction throughout the State. That portion of the act of 1858, by which provision was made for the selection of an authoritative list of school books, was at first regarded with a great deal of jealousy, and for many months met with much and oftentimes with virulent opposition. It was assailed as despotic in character and odious from its alleged tendency to the creation of a monopoly in the sale of school books, and its meddlesome interference with individual rights. But opposition to the law has been as short-lived as it was violent. The law has vindicated itself by its own operation, and while it is now almost universally approved, it has in a quiet way effected a great saving of money. I have not the least doubt but that the amount of money saved by the operation of this single clause of the law, is more than equal to the amount paid to town Superintendents, together with the expense of the Board of Education, Secretary, School Registers, and annual Report. The action of the Legislature at its last session, by which the time to which the operation of the law was originally limited, was extended three years with little or no discussion, evinces the general approval of the law within the State; and the educational officials of several of the other States have noticed the Vermont law and its successful administration, as eminently effective, simple and worthy of imitation or adoption. The riddance of the State of the swarm of book speculators, by which in common with all other States, it had been infested, was a leading object of the law, and has been most successfully accomplished. Book agents have almost entirely disappeared.

---

and supported by the public.

Total expenditures for school purposes, $1,231,000. Total number of school children between five and sixteen years of age, 403,000. Whole number attending schools, 343,000. In cities, the highest salary paid any teacher was $1,300 a year; the lowest, $200.

STATE NORMAL SCHOOL.—The second term of the State Normal School closed on the twenty-second of December, 1863. An informal examination was conducted by the Principal, Mr. Holmes, the Superintendent of Public Instruction, and the City Superintendent of San Francisco. Remarks were made by B. W. Putnam, Esq., a veteran "regular" in public school service, out here on a furlough from "Athens;" ex-City Superintendent Denman, just home from a sight-seeing tour in Europe; J. C. Pelton, Principal of Rincon School, and Dr. Gibbons. The appearance of the school was highly creditable to both pupils and teachers. The third term of the school commenced on the sixth of January, under very favorable auspices. Sixty pupils were in attendance, and the prospect is good for an attendance of seventy-five. We are pleased to notice among the new members of the class a considerable number that have been engaged in teaching in the State, and as there are a few vacant seats, we trust that others of this class of students will immediately avail themselves of the advantages which the school affords for acquiring a working power, and a knowledge of the practical details of the teacher's profession. Miss Mary R. Harris, recently from Boston, has been employed as Female Assistant. We shall give in our next number the new Course of Study, and the Rules and Regulations of the school.

The Superannuated or Worn-out Teachers.—The Legislature has appropriated $4,000 per annum in aid of superannuated and worn-out common school teachers. The allowance cannot exceed six dollars per annum for each year that the recipient has taught a common school in Upper Canada. Each recipient must pay four dollars for the current year, or five dollars for each past year, since 1854, into the fund; nor can any teacher share in the fund unless he pays annually at that rate to the fund, commencing with the time of his beginning to teach, or with 1854 (when the system was established), if he began to teach before that time. If a teacher has not paid his subscription annually, he must pay at the rate of five dollars per annum for past time, in order to be entitled to share in the fund when worn out. Table O gives the age, services, etc., of each pensioner, and the amount of the pittance which he receives. Two hundred and nine teachers have been admitted to receive aid from this fund; of whom thirty-eight have died before or during the year 1862. The average age of each pensioner in 1862, was sixty-six and a half years.

In conclusion, the Chief Superintendent of Education says:

The steady progress which the school system has made, irrespective of the occasional depression of agriculture, trade, and commerce, the wide dimensions to which it has attained, the various aids to the improvement and extension of its operations, the sensitiveness and jealousy with which the people at large view any possible infringement of its principles or integrity, and the liberality and zeal with which they have availed themselves of its facilities for the education of their children, encourage the hope, under the Divine blessing, for the future advancement and prosperity of Upper Canada.

"WHAT WILL HE DO WITH IT?"—If any teacher has a dollar, and doesn't know, we advise him to subscribe for the *Illinois Teacher*, published at Peoria, and edited by our friend, S. A. Briggs, of Chicago. It is one of the very best of our exchanges, and has always given our little journal a cordial welcome. It is a *live* publication, fully up to the spirit of the times, and worthy of a State which ranks as one of the most liberal of the Union in her provision for public schools, and the most patriotic in supplying Volunteers for the army. We differ

GOOD FOR SONOMA COUNTY.—The Teachers' Association of this county has purchased books, charts, maps, and apparatus, to the amount of one hundred dollars, as the foundation of a County Library. The town of Santa Rosa, moved by the influence of Mr. Ames, County Superintendent, has voted a tax of $4,000 for building a new school house. The tax-payers grumble a little, but will soon get used to it. There still remains another good thing for the people of Sonoma County to do—raise the salary of their present able County Superintendent to $1,200 a year, thus giving him the means of traveling through the county, and paying him some equivalent for his valuable services.

THE VICE PRESIDENT.—An ever welcome correspondent sends us this "city item:"—

Scientific men have sought to discover the natural language of man by resorting to experiments upon infants: why may we not discover the natural polity of nations by questioning Young American sovereigns? I was led to think so by an incident which occurred a short time ago in the Fifth and Market streets school. A primary class was asked to name the President of the United States. They promptly answered, "Abraham Lincoln." They were then asked to name the Vice President; no one answered; but presently one of the smallest members of the class rose as if still engaged in deep thought, raised his head and answered, with all imaginable confidence and great emphasis, "*Mrs.* Lincoln." Hereafter, I shall advocate the principle evolved by our young

a salary of fifty dollars per month and board. As California has adopted a State Series of Text Books, the following extract is of interest:

The Authoritative List of Books.—The authorized list of books continues to give general, and as I think increased, satisfaction throughout the State. That portion of the act of 1858, by which provision was made for the selection of an authoritative list of school books, was at first regarded with a great deal of jealousy, and for many months met with much and oftentimes with virulent opposition. It was assailed as despotic in character and odious from its alleged tendency to the creation of a monopoly in the sale of school books, and its meddlesome interference with individual rights. But opposition to the law has been as short-lived as it was violent. The law has vindicated itself by its own operation, and while it is now almost universally approved, it has in a quiet way effected a great saving of money. I have not the least doubt but that the amount of money saved by the operation of this single clause of the law, is more than equal to the amount paid to town Superintendents, together with the expense of the Board of Education, Secretary, School Registers, and annual Report. The action of the Legislature at its last session, by which the time to which the operation of the law was originally limited, was extended three years with little or no discussion, evinces the general approval of the law within the State; and the educational officials of several of the other States have noticed the Vermont law and its successful administration, as eminently effective, simple and worthy of imitation or adoption. The riddance of the State of the swarm of book speculators, by which in common with all other States, it had been infested, was a leading object of the law, and has been most successfully accomplished. Book agents have almost entirely disappeared.

and supported by the public.

Total expenditures for school purposes, $1,231,000. Total number of school children between five and sixteen years of age, 403,000. Whole number attending schools, 343,000. In cities, the highest salary paid any teacher was $1,300 a year; the lowest, $200.

Time of Keeping Open Schools.—The average time of keeping open the schools is 10 months and 28 days—increase 4 days. In the State of Massachusetts, the average time of keeping open the schools was 7 months and 18 days; in the State of New York, 7 months and 3 days; in the State of Pennsylvania, 5 months and 5½ days. This great advance of Upper Canada beyond any of the neighboring States as to the length of time the schools are kept open each year, is largely owing to the principle on which our School Fund is distributed to the several schools, not according to school population, but according to the number of pupils taught, and the length of time the schools are kept open—that is, according to the work done in each school section.

More than three-fourths of the schools are FREE; in California, less than *one-fourth* of our schools are free. Is the comparison a flattering one? The average length of our schools is only *five months*—only one-half the time of Canada. Can we boast of *our* liberality toward schools? Total number of school visits, 67,924. A uniform series of text-books is in general use. The National Arithmetics have been revised and adapted to the decimal currency. The Bible is used in three-fourths of the schools. The number of Roman Catholic separate schools is 109; amount expended for their support, $31,000. Number of scholars in the Normal School was 148, of whom 82 had been teachers. *Why should not the teachers of California do likewise?*

The Superannuated or Worn-out Teachers.—The Legislature has appropriated $4,000 per annum in aid of superannuated and worn-out common school teachers. The allowance cannot exceed six dollars per annum for each year that the recipient has taught a common school in Upper Canada. Each recipient must pay four dollars for the current year, or five dollars for each past year, since 1854, into the fund; nor can any teacher share in the fund unless he pays annually at that rate to the fund, commencing with the time of his beginning to teach, or with 1854 (when the system was established), if he began to teach before that time. If a teacher has not paid his subscription annually, he must pay at the rate of five dollars per annum for past time, in order to be entitled to share in the fund when worn out. Table O gives the age, services, etc., of each pensioner, and the amount of the pittance which he receives. Two hundred and nine teachers have been admitted to receive aid from this fund; of whom thirty-eight have died before or during the year 1862. The average age of each pensioner in 1862, was sixty-six and a half years.

In conclusion, the Chief Superintendent of Education says:

The steady progress which the school system has made, irrespective of the occasional depression of agriculture, trade, and commerce, the wide dimensions to which it has attained, the various aids to the improvement and extension of its operations, the sensitiveness and jealousy with which the people at large view any possible infringement of its principles or integrity, and the liberality and zeal with which they have availed themselves of its facilities for the education of their children, encourage the hope, under the Divine blessing, for the future advancement and prosperity of Upper Canada.

"WHAT WILL HE DO WITH IT?"—If any teacher has a dollar, and doesn't know, we advise him to subscribe for the *Illinois Teacher*, published at Peoria, and edited by our friend, S. A. Briggs, of Chicago. It is one of the very best of our exchanges, and has always given our little journal a cordial welcome. It is a *live* publication, fully up to the spirit of the times, and worthy of a State which ranks as one of the most liberal of the Union in her provision for public schools, and the most patriotic in supplying Volunteers for the army. We differ

very decidedly from the editor on the question of uniformity of text-books, but haven't time to pick a bone with him now, simply asking him to quote, next time, from the Report of Mr. Adams, as an offset to Pennsylvania, which is behind "several" other States in public school matters. Brother Briggs has been studying the documents about our State, and he gives the following item to his readers in the November No. of the *Illinois Teacher:*

CALIFORNIA.—A few years ago the place designated on our present map as the State of California was a vast howling wilderness, almost unexplored by civilized man. In less than the half of one generation it has been explored, colonized, and civilized. The wilderness is turned into a garden. Where none but savage beasts and equally savage men roamed at will, we find hosts of refined and cultivated citizens. All that is valuable in science and art has been made subservient to the development of the country and the prosperity of its people. It is a wonderful State, and one of the proudest monuments of the Democratic principle exhibited in the Republican form of Government. One of the most satisfactory indications of the real substantial progress achieved is the present condition of the common school system. It has not been compelled to fight its way into favor by slow and almost imperceptible steps, as in the older States. It has been recognized as one of the essentials of our civilization, and has at once sprung into being in full vigor and strength. Provision has been made for the adoption of all the valuable provisions recognized by experience as desirable to an efficient system of instruction. They have a system supported by grants of land and direct taxation; an organized department of public instruction, with an intelligent and efficient professional teacher at its head; a State Normal School; a Board of Examiners to confer a State diploma; a live, wide-awake State Teachers' Association, and a State Teachers' Journal. Surely this is commendable progress, and plainly indicates that the citizens of California are a wise, loyal, liberty-loving, practical people. They cannot be anything else, as long as free schools are recognized as one of her worthiest institutions. Will the Superintendent, Mr. Swett, accept our thanks for documents received.

SONORA.—Mr. Rodgers, one of the trustees of this town, was determined to have a good school by securing the services of two "professional public school teachers." We sent him two, good enough to suit any reasonable man. Mr. Foss is an "old liner," from the State of New Hampshire—a good State to emigrate from; and Miss Darling, who takes charge of the primary department, is a graduate of Mount Holyoke Seminary, Mass.; was two years in the Pittsfield High School, and has few superiors in this State. Sonora will have a first-rate school.

ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.—This Report will come from the hands of the State Printer about the middle of February; 4,680 copies were ordered printed, and 2,000 copies were allowed the State Superintendent's office for general distribution among trustees and teachers. It will be a voluminous report of some three hundred pages.

BERNHARD MARKS, Esq., Member of the State Educational Society, and one of the nine teachers who hold State Educational Diplomas, has been elected to the Principalship of the Spring Valley Grammar School in this city, *vice* Mr. Bunnell, resigned. Mr. Marks has been a regular contributor to our journal—one evidence that he is a live teacher. He is just the man for the place, and will make his *marks* there.

Legislature, setting forth the plan and prospects of the department, and asking for an appropriation from the Land Fund donated by Congress for the establishment of agricultural and scientific schools in the various States of the Union. We regret that the Memorial has taken to itself wings from our office, so that we are unable to give details in this number of the TEACHER.

BOOK NOTICES.—The following works have been received:

HELPS TO EDUCATION IN THE HOMES OF OUR COUNTRY. By Warren Burton. Boston: Crosby & Nichols. San Francisco: H. H. Bancroft & Co. pp. 368.

A glance at the index would be likely to deter a layman from its perusal, but no one could resist the earnest invitation contained in the preface, and to *begin* is to be *interested* at once. The book is made of certain detached lectures, essays, and scraps on subjects of living importance to all who have the infant mind to deal with, and in a very especial manner to fathers and mothers. The writer treats subjects with a minuteness that might be considered dangerous to any but a mother, and yet his opinions are so much in accordance with common sense that we cannot help exclaiming to ourselves as he deduces one rule after another, "that's just what I *always* thought." It should be in the hands and its contents in the head of every mother in the land.

MENTAL HYGIENE. By J. Ray, M.D. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 338.

This is a choice work for all teachers interested in mental philosophy, and what teacher ought not to be? The whole work is written in a spirit of candor and fairness which is really refreshing as contrasted with the one-sided views so often set forth. The opening chapter treats of mental hygiene as affected by cerebral conditions, considering the relation of the mind to the brain; of qualities transmitted to offspring, marriages of consanguinity, intemperance as affecting offspring, free will and the moral sense. He treats at length of the habits of Americans of the present age, which tend to induce mental disease and moral unsoundness; is particularly severe on the quality of the "juvenile books" which are crammed down the throats of children, and "have come upon the land like the locusts of Egypt." The article on partial insanity is of deep interest. We shall give, in a succeeding number, an extract relating to school children; and we here commend the whole volume to every thinking teacher whose mind is sound.

METHODS OF STUDY IN NATURAL HISTORY. By L. Agassiz. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co.; A. Roman & Co. pp. 319.

This is a book which ought to be read by all teachers who desire to take any interest in Natural History, or who desire to teach their pupils the elements of that interesting study. The fact that it is from the pen of Agassiz, is self-evident proof of its excellence. In the first chapter we find the following:

Strange that in Aristotle's day, two thousand years ago, such books should have been in general use, and that in our time we are still in want of elementary text-books of Natural History, having special reference to the animals of our own country, and adapted to the use of schools.

In the chapter on Classification, the author says:

It might seem invidious, were I to show here how small is the sum total of the work accomplished even by the great exceptional men, whose names are known throughout the civilized world. But I may at least be permitted to speak disparagingly of my own efforts, and to sum up in the fewest words the result of my life's work. I have devoted my whole life to the study of Nature, and yet a single sentence may express all that I have done. I have shown that there is a correspondence between the succession of Fishes in geological times and the different stages of their growth in the egg—this is all. It chanced to be a result that was found to apply to other groups, and has led to other conclusions of a like nature.

In treating of the development of the egg of a turtle, he says:

At this period of its growth there is a wonderful resemblance between the appearance of the egg, as seen under the microscope, and the firmament with the celestial bodies. The little clusters or constellations are unequally divided. Here and there they are two and two like double stars, or sometimes in threes or fives, or in sevens, recalling the Pleiades; and the clear albuminous tracks between are like the empty spaces separating the stars. This is no fanciful simile. It is simply true that such is the actual appearance of the yolk at this time; and the idea cannot but suggest itself to the mind, that the thoughts which have been embodied in the universe are recalled here within the little egg, presenting a miniature diagram of the firmament. This is one of the first changes of the yolk, ending by forming regular clusters, with a sort of network of albumen between, and then this phase of the growth is complete.

LEVANA: OR THE DOCTRINE OF EDUCATION. Translated from the German of Jean Paul Friedrich Richter. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co.; pp. 400.

This remarkable book was first published in 1806, but this translation is the first American edition, so far as we know. The sentences are written as only Jean Paul could write. Old as the book is, it is new. For those parents and teachers who value suggestiveness in a book, rather than well-defined plans; who can take principles from an author, without being confined to his development of them, and who believe in truth, however strangely worded—we can heartily recommend the reading of this book. No teacher will fail to be pleased with much it contains, and none will read the volume through without profit. Our want of space prevents the quotation of many passages we have penciled in our reading as possessing peculiar interest.

BANCROFT'S HAND-MADE PAPERS.—We have used exclusively for several months past these admirable writing papers, and are only advancing the interests of our subscribers by speaking a word of commendation thereof. We have never heard of any persons who were willing to use any other when these varieties could be obtained. Let everybody make a note hereof, and ask for the best—Bancroft's—when they are buying their stationery.

MINING AND SCIENTIFIC PRESS.—This valuable journal has recently been enlarged, is handsomely printed, and ably edited. It is just the thing needful to all holders of mining stock in this country. Address, San Francisco. Weekly, $5 per year.

THE

CALIFORNIA TEACHER.

MARCH, 1864.

Vol. I.] SAN FRANCISCO. [No. 9.

[For The California Teacher.]

A WORD TO MOTHERS.

WILL you permit a mother, from the obscure recesses of a humble home, to speak a few words through your journal, upon the ever new and all important subject of Education. I am encouraged to attempt this by seeing in your prospectus, "The *homes* of the Pacific Coast," mentioned in immediate connection with "the profession," as among the objects you design to benefit by your publication; and, in the next paragraph, "parents" ranked with "teachers," as those to whom you desire "to bring the best practical methods of discipline and instruction." It is only within a few days that, by the courtesy of the principal of our public school, I have enjoyed the pleasure of reading THE CALIFORNIA TEACHER; and its perusal has struck a chord in my heart which always vibrates with lively emotion whenever I hear or read worthy thoughts upon the subject of intellectual and moral culture.

The last few words of the sentence I have just penned sound very commonplace, if repeated mechanically. They are spoken; they are heard; they are read very often with little thought of their meaning. Teachers, let us hope, many of them at least, appreciate to some extent the boundless significance of the expression; but who can *fully* grasp all that is included in that short clause, "intellectual and moral culture?"

A writer, in the December number of THE TEACHER, has most truly said: "From the moment an infant turns his eyes to follow the candle as the light crosses his vision, his education is commenced." My first thought, after reading this sentence, and cordially assenting to it, was this: To whom ought this truth to be a matter of the deepest, most absolute interest? Surely, to mothers. And yet how very few mothers ever think of it; or, if they do, how soon it is dismissed from their minds. I read on a little further—"To familiarize the child with the mental processes by which knowledge is acquired, to enable him to receive correct impressions of material objects, uses, and relations; and, finally, to arrange, describe, and reason from the facts thus obtained, is the province of an educator. Such training and instruction as this the child rarely receives at home." Here I paused with a sigh, for I thought of unnumbered painful instances which I have been compelled to witness, in which ignorance, carelessness, indolence, vanity, pride, and worse than all, *falsehood*—in the character of the mother—have not only prevented "such training and instruction at home," but have formed an effectual barrier in the way of the faithful teacher who has undertaken the arduous task of instructing children thus unfortunate in their natural relations. Who that has a reflecting mind, or a feeling heart, has not been pained even to sadness, at seeing so few, so very few, mothers who understand their duties and are willing to perform them? O! did mothers only know the rich privileges they possess in the almost absolute control given them by the Creator over the souls of their little ones—did they but appreciate the precious harvest of affection, gratitude, and veneration which awaits in the future the truly faithful mother—they would surely be willing to exercise some self-denial, to lay aside some trifling pursuits, and rouse themselves to energetic action for the culture of their children. *They* can produce results which *no other* teacher, however faithful, can ever reach. I say this intelligently, for I have spent some years of my life in the profession of teaching as well as in the heaven-bestowed office of a mother. I know that every intelligent, conscientious teacher will agree with me in saying, that there are certain developments of mind and heart which all their care can never produce, unless the work is early begun and still in continuance fostered by a judicious mother.

There are, I fear, many mothers in California, as well as elsewhere, who, should they be addressed on the subject, would turn a deaf ear or treat the matter with contempt. They are so wedded to the vanities and frivolities of "*society*," so spell-bound by indolence, or enchained by other bad habits, that we vainly try to call their attention to their most sacred duties. But I trust there are others who, were they once awakened to their responsibilities, would feel a wish to meet them. I have seen such, surrounded by cares, who, when the duty of properly training their children is brought before them, seem to think that "some great thing" is required of them which it is impossible for them to do, unless they could enjoy leisure and freedom from anxiety. But, sisters in the trials of life, permit one who *has tried* it to assure you that you *can* teach your children even in the midst of your daily work. You can answer pleasantly their ingenious questions, and when it is not in your power to solve them, you can say, "I do not know all about that, my dear, but we will ask father, perhaps he can tell us;" or, "You must remember to ask your teacher, at some proper time;" or, "We will get such, or such a book, and see if we can find it out in that." You can cultivate their manners by cultivating in their hearts kindly affections toward each other, yourself, and their father. You can implant and nurse a love of good literature by occasionally reading to them something that shall entertain while it instructs; and, in turn, getting them to read to you while you sew, or iron, or bake. You can develop in them a sense of the sublime by pointing out to them the grand features of our glorious California, as you walk over the hill or beside the bay or river, perhaps on a troublesome errand, the little ones running by your side, may be, to assist in carrying the basket or packages. You can cherish a love of the beautiful by sharing in their delight, when they find the first spring flower, by drawing in the sweet fragrance as they eagerly offer it, and admiring with them its bright-colored petals, its graceful form. You can lead their young hearts to reverence their Creator by yourself worshiping Him in their presence, and studying with them His holy word. O yes, you *can* do your great part in educating your children if you *do* have to work hard. And in cultivating *them* you will be educating yourselves; growing wiser, better, happier every day; your toils will be pleasanter, your cares lighter.

And whenever your children attend school, how their teacher will rejoice to till the mellow soil, instead of always sowing among thorns and rocks; and how rapidly, how favorably will their labors tell. I wish some abler hand than mine would take up the theme and show more in detail, to you worried and toil-worn mothers, how you can do a mother's part in the intellectual and moral culture of your children. S. E. R.

[For The California Teacher.]

A LETTER FROM ZEKIEL STEBBINS.

——, CALIFORNIA, Feb. 6th, 1864.

To the Editors of the Teacher:

I am much obliged to you for sending such a good teacher to this town. She is one of the late arrivals from the Eastern States; is a graduate from a Normal School; and, I am proud to say, is a native of the State I hail from—Maine. She passed through an awful examination—that is, I mean an examination awfully severe—most creditably; and I think I got myself pretty well talked about for the part I took in it. Miss Fanny (not *Fannie*, as many California gals absurdly spell it) Hale, the successful candidate, with a dozen rivals, was thoroughly and rigidly examined by our hull board of trustees, and unanimously pronounced *fit*. We determined there should be no humbug in the trial; and so searching were our inquiries that if she had had a false tooth in her head, it would have come out—a single lock of false hair would have been (figuratively) torn from her fair brow and scattered to the winds. We do not allow any mental pearl powder, rouge, pads, bustles—no, nor hoops—about our school-marm; she must *be*, in solid matter of fact, just what she appears. I am a tender-hearted man, and it was very trying to my nerves to witness the unhappy faces of the defeated candidates—but it could not be helped. But I want to tell you all about the examination.

After the minister had concluded (and he put a great many questions), I was asked to take part in the proceedings. My wife Priscilla has a splendid eddication—she it was that got me elected

trustee—and she had prepared a number of questions for me to ask the candidates. I took the paper slyly out of my pocket with my handkerchief, and placing it on the table, out of sight of the females, I boldly began: "Miss Hale, spell Phthisic"—I knew that used to be an awful hard word when I was a shaver. By Jericho, if she didn't spell it right through at once, as slick as a whistle. "Spell hymn," I continued. "What *him?*" said Miss Hale, blushing. "The forty-ninth," I answered. "Oh!" she replied, smiling a little, I thought—and then went through the word as if she had been singing it all her life. "Spell Sam," I cried out, scowling, to let her see I was not to be trifled with. She blushed more than before; and the blacksmith, one of the trustees, called out, "It is 'shameful—it is too bad—" and said he would not sit there and have a lady's feelings hurt before his eyes. He declared his determination to defend the rights of all unprotected females. (The blacksmith was formerly one of the "chivalry," but since the other party has come into power he has turned blacksmith; and I must say that from the time he left off loafing and began to work, I have felt a real respect for him.) "What on airth are you driving at?" said I. "I didn't know his cristen name was *Sam*. I scorn to be personal. I meant for this highly respectable young lady to spell *psalm*, the 119th psalm, no particular metre." "It will take her a long time to spell through *that* psalm," remarked the minister. However, she did spell it in a twinkling, without the smallest mistake.

Next, we had an exercise in pronunciation. "Artickerlate distinctly," said I, "the word *constertooshional*." They all spoke it pretty well. "Now," said I again, "say *unconstertooshonal*"—I noticed that two females pronounced the word *unconstertooshonal* with much more emphasis than they did the other. I did not like the appearance of things, so I made them all repeat in a loud voice, "*Liberty and Union, now and forever, one and inseparable*," which they did to my entire satisfaction. "Now," I continued, addressing Miss Hale, "can you say National Intelligencer?" The words were no sooner out of my mouth than she repeated them as glibly as possible, adding to them, of her own accord, *Sacramento Union* and *California Teacher*. I had on my paper some Russian words which Priscilla had written down for me—such as Petro-

pavlovsk, Okhotsk, Alexandrovskoi, etc., etc., but I thought I would not give them. (Between you and I, I shouldn't have made much of a hand, pronouncing them myself.) Besides, I had heard of the man in San Francisco who put his jaw out of joint, trying to introduce some Russian officers to certain belles of your city at your grand ball, and so I mercifully desisted. The last time I was in your city, I had an ague in the face for a week after introducing to a friend of mine the Russian Consul, Count Contracostameeting-houskiof.

I thought I would then try them some in Geography. "Where," I asked, "is the leaning tower of Pison? Which way does it slant, and how much is it slantindicular?" "Perhaps you mean Peesa," remarked Miss Hale. I glanced at my paper. "Sartin," said I, "I don't mean nothing else." "It used to lean Sow or Sow-West," observed one Miss with a highly tanned complexion, who had lately come round the "Horn," "but within a year or two, like many other things, it has taken a decided slant towards the North." "Spoken like a true American heroine," was my remark upon this answer. "I think the inclination is 12 feet from the perpendicular," said a female from Connecticut. "That is not accurate," exclaimed a woman with thin, compressed lips and a projecting forehead, "the deviation is exactly 12 feet, 4 inches. What's the use of stating facts if they a'n't facts?" In reply to my inquiry, she told me she had been born and brought up in Boston—and then, of course, I pronounced her answer mathematically correct; and indeed she was so positive that if I had had any opinion of my own (which I hadn't), I should not have dared to express it. I could not help thinking, however, how much more easy and comfortable I was at home with my darling little wife Priscilla, who, though she does know a heap more than I do and does pretty much as she pleases, yet has a way of making me think I am the lord and master of my household, which is, I must say, very agreeable to my feelings. She follows the decision of that eminently sound Judge who said that "in the eye of the law husband and wife are one, *and that the husband is that one.*"

"What recently discovered land can you mention?" All failed to answer except Miss Hale, who said, when her turn came, that the question was very easy and the answer obvious; it was—New-

foundland. The whole committee were struck at once with the correctness and brilliancy of the reply. "Where is the Isle of Beauty?" I next inquired. No one could tell but Miss Hale, who answered promptly that I must mean *Belle* Isle near the Gulf of St. Lawrence. I very eagerly told her that I had no doubt of it. I proceeded. "Where is Cape Disappointment?" Most thought it was very close by the Board of Trustees. "Where," I went on rapidly, "are Porcupine River, Lake Caniapuscaw, Prescott, Liberty, any Jackson, New Palmyra, Modern Troy, Onion Creek, Homer, Smithopolis, Scipiotown, Scienceville Centre, Nijuii Novorod, Great and Little Egg Harbor, Hohenzollern Sigmasingen, Red Shirt Tail Cañon, Pietermaritzburg, Big Muddy Stream"—"I decidedly object to these questions," interrupted the blacksmith, "and must express my surprise that a gentleman of the attainments and sense of propriety which I had attributed to my friend should propose such questions as some of these are to a collection of interesting young ladies. I move that the examination in Geography be now closed." The vote was taken, and as I did not care to make any opposition, it was carried in the affirmative.

My first question in arithmetic was, "What is a prime number?" The strong minded woman from the Athens of America (I like to be original) replied at once, "*No.* 1." "Right," thundered the blacksmith, bringing his fist forcibly down upon the table, "there never was a truer thing said." "What is a circulating decimal?" The most direct answer to this question was, "it is a ten cent postage stamp." "What is a mixed number?" "It is," said one rather prim female, "when a number of people get mixed up together quite permiskersly, as it were, and as is never allowed in no select party, which are only such as I will attend, and which you need not therefore to invite me to go to any others." "What is an improper fraction?" "I object to that question," exclaimed the blacksmith, jumping up; "there is impropriety manifest in the mere statement of the question; it is obvious that the answer cannot be proper to a question which relates to an impropriety. I am amazed that respectable authors of treatises on arithmetic will allow such questions in their works. Where," he asked, "where, alas! can we look for pure morality, if we find it not in our Common School Arithmetics? I hope the gentleman will withdraw the

question." After some further solicitation, I yielded to his earnest request, and proceeded as follows: "What is reduction ascending?" One very young Miss thought it must be a man going up in a balloon, and "becoming small by degrees and beautifully less." I gave her such a frown that she did not answer another question. "Now," said I, very impressively, "prepare all your energies to answer this question: If 13 men can dig a ditch $2\frac{7}{12}$ feet wide, $3\frac{1}{201}$ inches long, and $99\frac{47}{11}$ feet deep—No, stop—I have got the wrong problem—I have made a mistake. This is the question I wish you to answer: If 44 men eat, every day, each, 2 pounds of beef, $2\frac{1}{4}$ pounds of bread, $\frac{3}{4}$ of a pound of vegetables, and drink 2 cups of coffee, 3 cups of tea, and a pint of milk, what is the cost of supporting an army of 199,000 men, where meat is $1 75 a pound, flour $60 a barrel, boots $65 the pair, caps $17 apiece, jackets and pants $101, vegetables scarce, and there is no tea and coffee, and they ha n't got no shirts at all? Solve by any proportion you please." Miss Hale was the only one who obtained the right answer, and I am afraid to mention the frightful amount.

I have only space to tell you that we concluded with an interesting collection of general questions, such as: "Where were you born? Where do you come from? What are you about? What may I call your age? At how many schools have you finished your edication? Can you teach Callysthenicks? If so, which? Do you warble? How many musical instruments do you play on? If elected, do you mean to get married as soon as you can and leave us, or how otherwise? Are you in favor of capital punishment for children? If so, state how, when, where, under what circumstances, whenefore, and to what eend? If there is anything you know, which you think the Committee ought to know that you know, and which you are desirous to make known, tell all that you know, as fully and particularly as if specially interrogated thereto." I got this last from lawyer B——, of our town, who is to be our future member of Congress. He said it was a real *experiment crucis*—meaning it would fetch them if anything could. I give this quotation as a specimen to show how thorough our examination was.

All declined giving their ages except Miss Hale, who said that if permitted, she would reply by proposing to the Committee a problem, the answer to which would be her age. We were all nearly

petrified at her daring, and before we could recover from the shock of surprise, this courageous lady continued: "Take 2 years from my age, extract the square root of the remainder, multiply the root by 2, extract the cube root of the product, multiply this root by 9, the result will be my age." We have been trying ever since to find out that young woman's age, but all in vain. I can give you no idea of the distress of mind I have suffered, worrying to find the answer. I get all sorts of results—I suppose because women's ages are mighty uncertain. The minister thinks the question may be solved by a Different Calculus, and I think it must be a different calculus from any I can make that will come anywhere near correct. One thing I have learnt, and that is, never to ask a woman's age again as long as I live.

The examination being finished, we proceeded to vote, and Miss Hale was unanimously chosen our teacher *vive voce*, every member of the Committee manifesting his preference for her by rising all together, and there was no *nem con*, as we say in our debating club.

The next thing in order was to administer the oath of allegiance. "Swear her," said the blacksmith to the Justice, "and *don't* let her go." And when that fair maiden rose, and lifting her lily-white hand and her dark eyes to heaven, promised to bear true faith, allegiance, and loyalty to this glorious country—it was more than beautiful—it was thrilling. She looked so pure, so heroic, so holy, that, for all the world, she brought vividly to my mind Priscilla's face and expression when she vowed to love, honor, and obey your humble servant. When Miss Hale solemnly swore that she would faithfully support, protect, and defend the Constitution and Government of the United States, I saw the blacksmith double up his fist, and I noticed a flash in his eye that said plainly, "*You* may do the swearing, Miss; but as for the fighting, you call on *me*;" and I knew that from that moment he was converted into a sound Union man. When she came to kiss the book, he was entirely overcome, and I saw that the triumph of patriotism was complete.

The Chairman pronounced her entirely qualified for the position, and then administered a long lecture on the way in which she must do everything. I would'nt have such a talking to for a great deal. I really pitied the poor girl, and I suppose she saw

sympathy in my countenance; for, as soon as the minis—, I mean the Chairman, had ended, she came to me, and with the most bewitching smile, and in the sweetest tones, said, "Mr. Stebbins, when does my engagement with you begin?" "Goodness gracious, Miss," I exclaimed, jumping up, "I should like it of all things, but I 'm a merried man." You never heerd such a laugh as went round that room. The Committee laughed, as they always will, give them the smallest chance, against a fellow member; a ripple of smiles ran over the faces of the female candidates, breaking out here and there into silvery sounds, as a brook sings when it runs over pebbles. Miss Hale, to her praise be it spoken, did not laugh; she hung her head down so as partly to hide her rosy face behind her black curls; but I saw her merry eye twinkling through them, and the butterflies and other enytomical bugs on her bonnet bobbed up and down, as if they were enjoying themselves at a regular fandango. But the blacksmith fairly roared as if he had two or three of his own belluses in him. Ho choked, and coughed, and sputtered, and as soon as he could find breath to speak, he bawled out, "Why, Mr. Stebbins, the Miss don't mean what you've got in your noddle. She only wants to know when her engagement to open the school begins," and then the brute began to shout again. Well, when the laugh is agin you, don't you go agin the laugh, but jist jine in. So I did; whenever, after stopping, they began to laugh again, I laughed louder than any on 'em, except the blacksmith. I soon beat the rest, and they gave in; then me and the blacksmith kept it up for fifteen rounds, when he threw up the glove. If he had'nt, I would have gone on until he had had an appleplectic fit; indeed, the last two rounds, I had strong hopes one was a coming on to him. I guess he was afraid of it too, and I think he stopped just in the nick of time.

We had a nice time—that is, the Committee, I mean—I can't speak for the ladies, most of them didn't appear to like it; but I think it is real good fun, this examining the gals. It completely galvanizes a gallant fellow like me. Well, our work was at last all finished, and so our meeting having been protracted until the shades of night had gathered round us, we adjourned, as our future member of Congress says, *sine die*.

Yours, uncommon obliged,

ZEKIEL STEBBINS.

P. S.—I did think of taking Miss Hale to board with us, being willing to assist her in her studies; but Priscilla says they don't sympathize in their ve-iews.

P. P. S.—I have just learned, to my amazement and indignation, that she has actually gone to that abominable blacksmith's!!—a man that, to my certain knowledge, will never get through *vulgar fractions!!!*

"STATE POLYTECHNIC SCHOOL."

THE Board of Commissioners appointed by the last Legislature to report "upon the feasibility of establishing a State University, embracing an Agricultural College, a School of Mines, and a Museum," have reported in favor of uniting the "University Fund" of the State with the fund to be derived from the Congressional land donation for a college of agriculture and art, the funds to be consolidated for the establishment of a State institution, to be styled the "State Polytechnic School." They also recommend, and with good reason, San Francisco for the location of the same.

It is further recommended that another Board be appointed by the present Legislature to report a plan of a college or school to the next Legislature, said Board to consist of the Governor, Surveyor-General, Superintendent of Public Instruction, and the State Geologist, with three other persons, to be named, one by the State Agricultural Society, one by the Mechanics' Institute, and one by the Academy of Natural Sciences.

The recommendation of the present Board is a most excellent one; the only regret is that the plan which may be submitted by the new Board recommended, cannot be acted upon at an earlier day. The name suggested—"State Polytechnic School"—is, of all others, the most appropriate for a school of the character proposed. The term "Polytechnic" is derived from two Greek words, signifying *many* and *art*—comprehending many arts; and is most peculiarly applicable to a school in which many branches of art or science are taught. The suggestion that this school should be established upon an independent basis should in no wise be

departed from. We want a purely California school, entirely independent of any existing institution, and having no connection whatever with any classical course of instruction.

No State in the world would derive more benefit from a school of the above description than California, and should we be so fortunate as to succeed in establishing one upon a sound and permanent basis there is good reason for believing the California School of Mines, or "Polytechnic School," as we would prefer to call it, would soon be able to produce graduates, who would lose nothing in comparison with those of the most celebrated institutions of similar character in Europe.

California—and in employing this term we refer to the entire Pacific slope—needs a school peculiarly her own, and suited to her anomalous position, as a mining State in its early stage of development. We need, and should be able to avail ourselves, of the accumulated experience of older mining localities; but it is more important, for the present, that the attention of California miners should be particularly directed to the conditions of a new country, to a more general knowledge of minerals, their various combinations and their accidental positions upon and near the surface, and to the opening and working of new mines. The general drift of instruction in English and continental schools has more particular reference to old and pretty thoroughly prospected localities, and to the working of mines at a great depth.

A mining and agricultural school may very properly be united in one institution, as the studies in pure chemistry, geology, mineralogy, physics, and mechanics, are required by both, and to the same degree. It would be quite as easy for a lecturer to instruct a large number of pupils as a smaller number; indeed, according to all ordinary experience in teaching, it is far more pleasant and agreeable to speak to sixty pupils than to twenty. Agriculture and mining is nothing else than an application of the above studies. Practice in the chemical laboratory would be almost precisely the same for both classes of students. In order that a mining engineer may be able to take up any rock and ascertain its constituent elements, he must be acquainted with analytical chemistry, and the amalgamator must also be possessed of the same knowledge before he can understandingly work his ores. A thorough chemi-

cal knowledge is indispensable to both of these individuals. The agriculturist also requires a thorough knowledge of chemistry, in all its branches, both organic and inorganic; but *he* would naturally apply his knowledge to the analysis of soils and minerals, and sometimes to the different productions of his soil. Surveying would also be another branch, which would be taught in common to both classes of students and by the same teacher. In short, by the combination to which we have alluded, we see a great saving in expenditure, and no valid objections. — *Mining and Scientific Press.*

[For The California Teacher.]

NOTES AND QUERIES.

QUERY: Where is Hafnia, or what is it? Scott says, "Marmion," Introduction to Canto 1st, 79th line, speaking of Pitt sending out Nelson:

> "Nor mourn ye less his perished worth,
> Who bade the conqueror go forth
> And launched that thunder bolt of war
> On Egypt, *Hafnia*, Trafalgar."

Have searched but cannot find.

Query again, too, Gadite (which we found out or thought we did), speaking of Nelson, 8 or 10 lines before above:

> "Lo, here his grave,
> Who victor died on Gadite wave."

Trafalgar is off Cadiz. Province Cadiz, anciently called *Gadez*, hence Gadite. (?)

Query again: To what race do the Turks belong; and where was their original *habitat?* (Tartar and north of the Great Altai Range); and what branch of the Caucasian race are long dwellers far in Asia, and what Asiatic race generally considered Caucasian? (Hindoos, Caucasian, Hindostan, Magyars, Tartars, Austria.)

Again: What, if any, incongruity presents itself in these lines of Coleridge's "Ancient Mariner?" We thought we discovered one at one of our "love feasts?" Part III, verse 14.

"We listened and looked sideways up,
[From the time of the setting of the sun, till, etc.]
Till clomb above the eastern bar
The horned moon, with one bright star
Within the nether tip."

"Star *within the tip!*" Is that possible?

2d. How long a time would they have had to stand thus breathless looking sideways up?

And what is the explanation of the 10th and 11th verses, same Part III. I can give none. Do not understand it.

I would call the attention of those who have not read it to Owen Meredith's new poem, "Lucile." How do you like the following passage—the first one we struck on opening the book. The measure is singularly strange. Lucile is wondering as to the character of one of her lovers.

"Were those elements in him which once roused to strife
Overthrow a whole nature and change a whole life?
There are two kinds of strength. One, the strength of the river,
Which through continents pushes its pathway forever
To fling its fond heart in the sea; if it lose
This, the aim of its life, it is lost to its use,
It goes mad, is diffused into deluge, and dies.
The other, the strength of the sea; which supplies
Its deep life from mysterious sources, and draws
The river's life into its own life, by laws
Which it heeds not. The difference in each case is this:
The river is lost, if the ocean it miss;
If the sea miss the river, what matter? The sea
Is the sea still forever. Its deep heart will be
Self sufficing, unconscious of loss as of yore;
Its sources are infinite; still to the shore,
With no diminution of pride, it will say:
'I am here; I, the sea! Stand aside and make way!'
Was his love, then, the love of the river? And she,
Had she taken that love for the love of the sea?"

We struck out a reading on the "Raven" I never heard before. Verse 5th. The close is usually read in monotone:

"This I whispered, and an echo murmured back the word 'Lenore.'"

or with the emphasis thrown on *This*. But throw the emphasis on *I* and there is meaning instantly, as:

"And the only word thus spoken was the whispered word 'Lenore.'
This *I* whispered, and an echo murmured back the word 'Lenore,'
Merely this, and nothing more."

I have jotted down these notes and queries as a suggestion that such a department in THE TEACHER might be interesting. It awakens thought and calls forth expression more generally, and sets minds at work more actively, and builds up a community of thought and sympathy more thoroughly throughout the mass of teachers scattered over the broad expanse of our California country than any other means I know. If a teacher far up in the Sierras stumbles upon something new, entertaining, or instructive, other teachers as far even as the plains of Los Angeles hear of it. If he runs across something he cannot "develop," as in my case of "Hafnia," a hundred heads are at work to solve it. *Some one* strikes it, and the whole community of teachers gain. Again, but few teachers will set to work to furnish an *article*, as your experience undoubtedly tells you. There is so little *new* under the sun, and to write entertainingly upon an *old* theme requires an amount of genius few will flatter themselves they possess. But if he sees a query he will endeavor to answer it. The pen once put on paper, if there be a thought in him it will come out. If valuable it is saved. If not, no harm is done. It will stimulate the teacher to inquiry. It will give him better habits of reading. He will be on the lookout for points, and when found he will make a note of them. Again, if I understand it, THE TEACHER is to be for the gratification of teachers generally as well as for pure instruction. We want THE TEACHER to *live*—to be looked for anxiously. A spicy thing in it will not hurt it. Some of the wittiest, drollest, oddest things in the world occur in the school room. Why not have a "Drawer" as in *Harper's Monthly*—the part, as all know, to which every one turns first? It may seem a simple thing to tell a little story and tell it well, but he who tries will find it gives him as much mental exercise as writing an *article*. There is, then, improvement as well as amusement in it. But let us firmly determine that THE TEACHER *shall live*. The honor of every teacher in the State is out for it. If it fail it is an admission of a lack of brain enough in the teachers of the State to properly support it—an admission I should blush ever to be taunted with.

LOW READING.

A SUBSCRIBER asks "What shall be done to cause pupils to read in a louder tone?" This is a pertinent question. Teachers are often troubled by the low and indistinct tones in which some of their pupils speak. How often is the teacher heard to say, "Read louder." But the question is, "how shall the pupil be made to read louder?" We must first ascertain why he reads in a low tone. It is sometimes the result of diffidence, and in that case one of the first things to be done is to inspire confidence. This must be done by continued kindness and effort. But most cases of low and indistinct reading result from a feeling of indifference or from defective early training. If a pupil has been allowed from the commencement of his school-days to read inaudibly and carelessly, it will be no easy matter to secure the right tones and proper interest. We have not space to answer our friend's inquiry very fully, but we will give a few brief hints:

1. From the outset make your pupils feel that a mere repeating the words of the lesson does not constitute good reading.

2. By illustrative examples let him see the difference between good reading and poor reading; between clear and distinct enunciation, and indistinct and imperfect enunciation.

3. Endeavor to awaken and foster a desire to excel in reading.

4. If a pupil reads in a low and indistinct tone, and you are satisfied that it is the result of carelessness or indifference, require him to read the same piece again and again, until he gives the desired amount of voice and clearness. It is not enough to say to a pupil who has read in low tone, "You did not speak loud enough." If he did not read loud enough, labor with him until he does.

With these few hints we leave the subject with the hope that some one will favor us with an article on the same point.—*Conn. Common School Journal.*

Resident Editors' Department.

STATE SCHOOL TAX.—All the members of the Legislature seem to be in favor of the tax except a portion of the San Francisco Delegation, who oppose it on the ground that San Francisco will raise a few dollars more than she will receive back again by apportionment. These same liberal-minded members of the delegation are probably not aware of the fact that San Francisco receives annually $12,000 as her share of the interest on the School Fund, derived from the sale of the 16th and 32d sections of school lands, of which San Francisco had not a single section. Suppose the narrow policy had been adopted, allowing each township to hold its school lands exclusively for itself, would it have suited these liberal legislators, who take all they can get, and object to giving anything in return? The State proposes to pursue a liberal and enlightened Public School policy—of which the half-mill tax is a part; but the delegates from San Francisco "can't see it," because the almighty dollar is in their eye. Any man who "chalks himself down" on the record as opposed to a good Public School system will have little reason to be proud of it next year. The School Bill is bound to pass; and we hope that Mr. Dutton of the Assembly will not be the *only* member of the San Francisco Delegation whose eyes are open wide enough to see that the city is interested in establishing a liberal State policy in regard to public schools.

COUNTY SUPERINTENDENTS' SALARIES.—The Legislative Delegation from Placer County reported favorably on the passage of the bill to raise the salary of the Superintendent of Public Schools of that county to $1,800 per annum, and accordingly the bill was passed, and is now a "fixed fact." Mr. Goodrich is an earnest worker, who will earn every dollar of his pay; and we are very glad he has received this substantial compliment to his faithfulness and efficiency. We rather think Mr. Goodrich will take hold of his next County Institute with a will. We intend to be there to see the effect of a fair salary on a County Superintendent. Placer County is the "banner" county of the State now. Several other counties ought to follow the lead. The delegation of Sonoma County are considering the propriety of raising the salary of Mr. Ames from $800 to $1,200. They ought to do it. Sonoma County has fifty-five School Districts, and all the time of the Superintendent is occupied in the discharge of his duties. If the power were vested in our hands it would be "fixed" in a very short time. Solano County Delegation are talking of raising the pay of

their County Superintendent, which is now so small that we are ashamed to tell how niggardly the Supervisors can treat a county officer. Mr. Buffum of Butte County is revolving in his mind the propriety of getting up a little bill for the benefit of Mr. Upham, the able Superintendent of that county. Santa Clara County is rich enough to pay Mr. Tonner a fair salary; but that county isn't up to concert pitch yet. We trust that Yolo County will not forget Mr. Gaddis, nor San Mateo County, Mr. Crook.

A NEW MACHINE.—Mr. Burgess, the well-known teacher of penmanship and drawing, has just completed a little machine for sharpening slate pencils, by which much time can be saved for the boys and girls to devote to their school work. It is simple, and promises to be effectual in its mission.

THANKS.—Hon. T. W. McColliam has laid us under obligations for copies of sundry important documents presented to the Legislature during its present session.

STATE NORMAL SCHOOL.—The promise was made in our last number to publish the Rules and Course of Study in this issue, but they must be deferred for the present. The pamphlet copy of them has been so widely circulated, however, as to render their publication herein comparatively unnecessary. The Normal Board have secured the services of Miss Mary L. Bodwell to fill the vacancy caused by the resignation of Miss Harris. Miss Bodwell is a graduate of the New York State Normal School, and is admirably adapted for this position by her extraordinary success as a teacher in the East and her thorough knowledge of what is wanted in a training school for teachers. From the Monthly Report of the Principal to the Secretary of the Board of Trustees we take the following summary for the month of January, 1864:

Whole number of Pupils	66
Average daily Attendance	58
Per cent. of Attendance	88

COLLEGE OF CALIFORNIA.—The Annual Catalogue of this institution for 1863–4 has been received, and furnishes ample evidence of healthful progress in all the departments of the College. The Faculty consists of nine Professors and Teachers, and their names are good names to read and to know. The Senior Class contains four members, and will be the first graduating class of the institution. We half envy those young men this distinction of being the first on a list which, we trust, will hereafter contain many a name to be known and honored in the world.

SANTA CRUZ.—We hear good words from and about our friend Mr. Robert Desty, who recently commenced the school formerly taught by Mr. White. The number of pupils is increasing, and their teacher is helping them on in the right way. So say the people from Santa Cruz.

BROOKLYN.—We understand that the Public School in this place has opened in the new house with every prospect of success. About one hundred and twenty-five pupils are already enrolled. Under the charge of our friend Mr.

W. K. Rowell, and with Miss M. E. Tucker, recently from the East, as assistant, we shall look for good accounts from the Brooklyn Public School hereafter.

CORRESPONDENTS.—We would refer the writers of "A Valentine" and "Preachers and Teachers" to page 97 (October No.) concerning an "imperative law of periodicals."

THE OLD DOMINION.—The telegram announcing the establishment of the Massachusetts system of public schools in the State of Virginia under that peculiar Superintendent of Public Instruction, Gen. B. F. Butler, is one of the most suggestive dispatches of the war. We shall be glad to receive the Superintendent's Annual Report after the system gets fairly in operation. That Massachusetts system of public schools must yet prevail all over Dixie, and then the world will see a nation such as old Governor Berkeley never dreamed of.

THE PLACER COUNTY TEACHERS' INSTITUTE.—This Institute will hold its Fifth Semi-Annual Session in Dutch Flat, commencing on Tuesday, April 12th, 1864, and will continue in session four days. Your attention is called to the subject thus early that those who have pledged themselves to prepare essays or addresses for this meeting of the Institute may have ample time to redeem their promises. Your attention is also called to the lists of subjects for discussion in the following programme of the exercises of the Institute, that you may prepare yourselves for an intelligent expression of opinion upon them. Those who are appointed to conduct the class exercises of the Institute will please give their especial attention to their subjects, in order to make the exercises interesting and instructive. All who receive or read this circular are earnestly requested to use their best endeavors to secure a full attendance at the Institute.

Order of Exercises.—First Day: 10 A.M., Meeting of Institute; 11 A.M., Annual Election of Officers of the Teachers' Association. Afternoon Session—Essay by a Lady; Class Exercise, Method of Teaching Grammar, by D. W. Hammond, Dutch Flat; Multiplication and Division of Fractions explained by A. H. Goodrich; Report of Critic. Evening Session—Address, Subject: Duties of Parents and Teachers, by the County Superintendent. Second Day: Forenoon Session—Subject for Discussion: How to secure the Coöperation of Parents; Essay by a Lady. Afternoon Session, Class Exercises—Object Teaching, by Hon. John Swett, Superintendent of Public Instruction; Elocution, by J. C. Ball, Dry Creek; Report of Critic. Evening Session—Address by D. W. Hammond, Dutch Flat. Third Day: Forenoon Session—Subject for Discussion: How far shall Oral Teaching be adopted? Essay by a Lady. Afternoon Session, Class Exercises—Phonetic Spelling, by Miss A. W. Dickinson, Ophir; How to secure the Attention of Children, by F. D. Catterson, Lincoln; Organizing and Conducting a School, by W. R. Bradshaw, Auburn; Report of Critic. Evening Session—Address by Hon. John Swett, Supt. of Public Instruction. Fourth Day: Forenoon Session—Subject for Discussion: Means for securing Good Discipline; Can Teaching be reduced to a Science? Essay by a Lady. Afternoon Session, Class Exercises—Geography, by Cyrus Collins; Report of Critic. Evening Session—Address by Cyrus Collins, Superintendent

of Public Schools, San Joaquin County. The County Board of Examination will meet at four o'clock each day during the session of the Institute.

A. H. GOODRICH,

AUBURN, Jan. 1st. 1864. Supt. of Public Schools, Placer County.

KINDERGARTEN SCHOOL.—Prof. Miel some months since opened a school organized somewhat after the style of the Kindergarten Schools recently started in several Eastern cities. This school has recently been removed to the new vestry of the Church of the Pilgrims. Mr. King and the Trustees, with characteristic liberality, have tendered the free use of the rooms for the purpose of aiding the establishment of a permanent school for children based upon a rational system of instruction. Miss Mary R. Harris, recently employed in the State Normal School, and a most accomplished teacher, takes charge of the advanced classes. Prof. Miel trains the little ones between four and ten years of age, teaching them both English and French, and looking well after their amusement and their physical development. We are glad such a school is springing up in our midst. We may as well say that, although the school is held in the vestry of the Unitarian Church, it is no more a denominational school than any one of the public schools. In our next number we hope to give some outline of the course pursued in this new school on a new plan.

NAPA CITY.—We take the following from the *Napa Reporter:*

District School.—The connection of J. M. Carter, Esq., with this school as teacher terminated yesterday, as the time is near at hand for Mr. Carter to enter upon the discharge of his duties as County Clerk. A large number of persons were present at the closing, and several very interesting addresses were made by the pupils. At the termination of the exercises Mr. Carter was presented with a beautiful photographic album, containing the photographs of several of his scholars; also a beautiful crotchet table mat. Much credit is due Mr. Carter for the great success which has attended the District School under his management. The school will commence again on Monday next.

Mr. Carter's successor at Napa City is Mr. J. Krewson, recently arrived in this State from Pennsylvania. Mr. Krewson was a County Superintendent for nine years, and is a teacher of long experience and high ability. The Napa School is now free, and has an attendance of from 85 to 90 pupils.

ALAMEDA.—The *Gazette* of Feb. 13th thus refers to the late election:

We omitted last week to mention that the vote taken on the school-house question in Alameda on the 30th ult. was unanimous for a school-house. Judge Hastings was elected Assessor and Treasurer, and is now discharging the duties of his office with all dispatch possible, and the house will be up in a very short time. It occurs to us that if this house, which will be a very neat and pleasant edifice, could be topped out with a bell, it would be a fine thing. An inexpensive one would do very well.

To COUNTY SUPERINTENDENTS.—The forms and blanks for the present school year cannot be prepared until after the adjournment of the Legislature. The annual supply will not be forwarded until the middle or last of April. County Superintendents in want of Teachers' Reports, or other blanks, for immediate use, will write to the Superintendent of Public Instruction stating what blanks they must have prior to April. A new edition of the School Law, embracing amendments, will be published.

TEACHERS' INSTITUTE.—As no State Institute will be called this year, it is proposed to hold a Joint County Teachers' Institute in San Francisco during the month of May next. All the bay counties will doubtless be glad to unite with San Francisco, and Sacramento might possibly take the boat down and help the Institute out with her corps of able teachers. Any and all County Superintendents who are desirous of uniting in this measure, are invited to address the City Superintendent of San Francisco, Mr. George Tait, or the Superintendent of Public Instruction.

A PINCH OF SNUFF (SNOUGH?).—

"Wife, make me some dumplings of dough,
They're better than meal for my cough;
Pray let them be boiled till hot through,
But not till they're heavy or tough.
Now I must be off to the plough,
And the boys (when they've had enough),
Must keep the flies off with a bough
While the old mare drinks at the trough."

THE YOUNGEST SOLDIER IN THE ARMY OF THE CUMBERLAND.—A late Cincinnati paper relates the following pleasant story of Gen. Rosecrans:

Last evening, at the Caledonian supper, Gen. Rosecrans exhibited the photograph of a boy who he said was the youngest soldier in the Army of the Cumberland. His name is Johnny Clem, twelve years of age, a member of Co. C, 22d Michigan infantry. His home is at Newark, Ohio. He first attracted the attention of Gen. Rosecrans during the review at Nashville, where he was acting as marker for his regiment. His extreme youth (he is quite small for his age) and intelligent appearance interested the General, and calling him to him he questioned him as to his name, age, regiment, etc. Gen. Rosecrans spoke encouragingly to the young soldier, and told him to come and see him whenever he came where he was.

He saw no more of the boy until Saturday last, when he went to his place of residence—the Burnet House—and found Johnny Clem sitting on his sofa, waiting to see him. Johnny had experienced some of the vicissitudes of war since last they met. He had been captured by Wheeler's cavalry near Bridgeport. His captors took him to Wheeler, who saluted him with—"What are you doing here, you d—d little Yankee scoundrel?"

Said Johnny Clem, stoutly: "Gen. Wheeler, I am no more a d—d scoundrel than you are, sir."

Johnny said that the rebels stole about all he had, including his pocket-book, which contained only twenty-five cents. "But I would'nt have cared for the rest," he added, "if they hadn't stolen my hat, which had three bullet-holes it received at Chickamauga."

He was finally paroled and sent north. On Saturday he was on his way from Camp Chase to his regiment, having been exchanged. Gen. Rosecrans observed that the young soldier had chevrons on his arm, and asked him the meaning of it. He said he was promoted to a corporal for shooting a rebel colonel at Chickamauga. The colonel was mounted, and stopped Johnny at some point on the field, crying "Stop, you little Yankee devil!" Johnny halted, bringing his Austrian rifle to an "order," thus throwing the Colonel off his guard, cocked his piece (which he could easily do, being so short), and suddenly bringing it to his shoulder, fired, the Colonel falling dead with a bullet through his breast.

The little fellow told his story simply and modestly, and the General determined to

honor his bravery. He gave him the badge of the "Roll of Honor," which Mrs. Saunders, wife of the host of the Burnet House, sewed upon Johnny's coat. His eyes glistened with pride as he looked upon the badge, and little Johnny seemed suddenly to have grown an inch or two taller, he stood so erect. He left his photograph with Gen. Rosecrans, who exhibits it with pride. We may again hear of Johnny Clem, the youngest soldier in the Army of the Cumberland.—*St. Louis Cor. Bulletin.*

UNCLASSIFIED SCHOOLS.—Take, for illustration, any of the thousand schools scattered over our State, where the sparseness of population and erroneous notions of economy forbid a departure from the ancient customs which made the school-house an inquisition, the teacher an executioner, and education a penance; view the dingy-looking walls and the semi-barbarous appearance of everything, from the master's birch to the half-frightened pupil, and you will have a good illustration of the nature of our subject.

For a moment consider the general characteristics of these schools. Note that they are composed of pupils of all ages, temperaments, dispositions, and acquirements—from the lisping infant wondering at the unmeaning (to him) characters, whose names to remember is the *ne plus ultra* of youthful ambition, to the graduate of the three "R's" just venturing into new fields of thought and study. Notice, also, the complicated duties of the *teacher*. See him passing from A B C's to Philosophy, and from abstract addition to the great truths of advanced mathematics; now illustrating some intricate problem in Geometry, and anon telling little four-year-olds that the letter which most resembles a harrow is called A; explaining to one pupil the relative values of *plus* and *minus* in Algebra, and pointing out to another the difference between his P's and Q's in the alphabet; now looking over long columns of figures to detect some blundering mistake in numbers, and then tracing on maps the particular location of sixteenth-rate towns, or the windings of dimly-defined boundaries or county lines; reproving one for studying too loud, and another for not studying at all; correcting one who reads too fast, and another who does not read fast enough; answering a thousand questions; listening to a thousand complaints; frowning at untimely mirth; soothing momentary grief; pleased by those who try; pained by those who don't; letting some go out; calling others in; receiving rebukes from parents; dreading the frowns of superintending committees; and wondering, *all the time*, whether he meant truth or *sarcasm* who wrote the hackneyed text "delightful task!"—*Morrill.*

BUY A BOOK?—Since his complimentary notice in our last, our friend "Put" has made himself scarce—in local dialect, *vamosed the ranch*—but we have heard of him, overgrown Boston school-boy that he is, off on a lark,—tantalizing the boys and girls of our city with a sight at the "Student and Schoolmate," making their mouths water for more. We *calkalate* "Put" will get a *heap* of subscribers at a dollar a head, and any teachers not from Boston can have a "right smart chance" of a good thing by subscribing for the little monthly which we notice in another place.

AMERICAN EDUCATIONAL MONTHLY.—The opening number contains a genial notice of our last State Teachers' Institute, showing clearly that the editor

designs to have the journal take note of educational doings all over the nation. The table of contents is worth reading by itself: 1. Publisher's Announcements; 2. Adventures and Misfortunes of a Saxon Schoolmaster; 3. An American Kindergarten; 4. Weariness, a Poem; 5. Physical Culture, Illustrated; 6. Tobacco; 7. Editor's Salutatory; 8. National Education; 9. The Old and the New in Education; 10. Teachers' Institute in California; 11. Editor's Miscellany; 12. Literary Notices. The Monthly is handsomely printed, ably edited, and will be welcomed, we hope, by all our teachers as warmly as we welcome it who know the worth and the motives of the publishers and the editor. Terms, $1 per annum. Address, American Educational Monthly, 130 Grand street, New York.

THE STUDENT AND SCHOOLMATE.—Brother Putnam has put on our desk the January number (Vol. 13, No. 1) of this useful and interesting School Monthly. William T. Adams (Oliver Optic), the editor, is one of the most experienced among the Boston teachers, of untiring energy and great common sense, and he wields a ready pen. The thousands of boys and girls who read the *Student and Schoolmate* at the East will be quite willing to share that pleasure with the boys and girls of our Western world. It contains Stories for children, familiar articles on Scientific subjects, History and Biography; a Speech for Declamation, illustrated and marked for emphasis and gesture; an Original Dialogue, and a piece of Music for use in the school and in the family. Our San Francisco boys and girls are in a fever about the *Student and Schoolmate.* We don't know how many thousand dollars have been already paid in by them to Mr. Putnam's hands, but we do know that when the next annual assessment of one dollar is levied for the fourteenth volume not one of these boys and girls will be delinquent if Mr. Adams retains the editorship. They can't give up such excellent stock, even if they do have to send a dollar all the way to Boston every year.

ZEKLE'S LETTER.—Our good friend "Zekiel," whose very ornate and interesting letter we publish in full this month, is a veritable "Yank," descended from the "feller" of whom Hosea Bigelow wrote:

> "Zekle crep up unbeknown,
> And peeked in at the winder,
> And there sat Huldy all alone,
> And no one by to hinder."

Zekle knows a thing or two, and we commend his style of an examination to quite a number of "Boards" in this State. His questions, bating a little natural Yankee curiosity, are just the ones to "stick" teachers with. Zekle has promised us a letter about how Miss Hale "kept school" in his district, and we trust he will be as good as his word. We "*want tew know*" how the school-marm "got along."

BOOK NOTICES.—Our publishing friends seem to have just waked up to a sense of their privileges. Our table has seen hard times from the weight of the books upon it, but it is nearly cleared now, and if more come we will—say what we please about them:

HAND-BOOK ALMANAC FOR THE PACIFIC STATES: An Official Register and Business Directory of the States and Territories of California, Nevada, Oregon, Idaho, and Arizona; and the Colonies of British Columbia and Vancouver Island, for the year 1864. Edited by Wm. H. Knight. San Francisco: H. H. Bancroft & Co. pp. 440.

Such is the title page of a most valuable volume, whose importance and convenience are impressed more deeply with each year of its publication. It includes more than the title promises, for there are nearly thirty pages taken up with matters pertaining to Washington Territory. We have used the "Hand-Book Almanac for 1863" almost daily, and this year's Hand-Book is fuller and better than last year's, which assertion exhausts our vocabulary of praise. The only omissions we notice thus far are that the area of each county in California should have been inserted, and that the California Educational Society should have been named among the literary societies somewhere. Everything else that we have looked for has been found in the right place and the right form. Let each teacher procure a copy of Bancroft's Hand-Book Almanac at the earliest opportunity.

SHERWOOD'S PRACTICAL SPELLER AND DEFINER: Containing about Four Thousand Words, with whose orthography and meaning all should be familiar. By George Sherwood. New York: Barnes & Burr. pp. 38.

SHERWOOD'S SPELLER AND PRONOUNCER: Containing Seventy Lessons, composed of words in common use and of difficult orthography. Designed to accompany the Writing Speller. New York: Barnes & Burr. pp. 82.

SHERWOOD'S WRITING SPELLER: Systematizing Written Spelling in Schools. New York: Barnes & Burr.

We have seen nothing recently that pleased us so fully in the way of spelling as these little books. Let all our teachers examine them. To see them is to adopt them, wherever possible, for they commend themselves at once.

CROQUET. By Captain Mayne Reid. Boston: James Redpath. San Francisco: A. Roman & Co. pp. 48.

This is a hand-book of a game which the author claims "has the advantage of most other out-door amusements, in affording an easy exercise to the body without requiring the violent muscular exertion which renders many of these objectionable." He further claims that it is adapted to both sexes; that it is innocent, and is "a game of true civilizing influences." The book seems to be very simple and sufficiently full in its details for all practical purposes.

HOSPITAL SKETCHES. By L. M. Alcott. Boston: James Redpath. San Francisco: A. Roman & Co. pp. 102.

This little book, like so many in these days, is made up chiefly of papers which appeared in periodicals first. It purports to be a record of the adventures of a spirited maiden, who served her country in the hospital with the same cheerful spirit New England girls are noted for manifesting at home. The style is free and easy, and there is hardly a page which will not pay for reading.

THE OLD HELMET. By the author of "The Wide Wide World." New York: Robert Carter & Brothers. San Francisco: H. H. Bancroft & Co. pp. 328, 363.

We have been disappointed in this book. Remembering the pleasure experienced in reading "The Wide Wide World" and "Queechy," we came to this new work of the authoress with expectations too high. It is strictly a religious

novel, and perhaps above the average of its class. The story part of it will not detain the reader long. The heroine, an English girl, is sought by a remarkable man as his wife. She hears another remarkable man, by accident, speak about the "helmet" of salvation. She accepts her suitor, but goes *secretly* to hear the second remarkable man preach, and finally finds herself in love with him. Through a series of persecutions she keeps her new faith, is exiled from her father's house, and eventually goes to the Fijis to marry the second remarkable man, a missionary there. The publishers will pardon us for this summary of the story. The author says many of the conversations given actually were held, and the leading statements of fact are true. The book will probably find a suitable place in Sunday School libraries—if anywhere.

A PRACTICAL GRAMMAR OF THE FRENCH LANGUAGE. By Wm. I. Knapp, A.M. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 502.

The author claims to have made an American book, showing the learner how to master the difficulties of his study better than is possible for a book written by a Frenchman, who cannot anticipate so fully the obstacles to progress from English to French. The plan is good, the rules are expressed concisely, and the illustrations are sufficient for most purposes. We should say that Pasquelle is better for a class who can take time for its mastery, though this new book is well enough adapted to schools. For adults, who desire to obtain a good reading knowledge of French in as short a time as possible, we are inclined to think Knapp is preferable to others. The book forms a valuable addition to the texts on this subject.

WAS HE SUCCESSFUL? By Richard B. Kimball. New York: Carlton. San Francisco: A. Roman & Co. pp. 407.

A pleasant novel, with a moral that business men would do well to heed. A New England boy is carried on through life, deceiving himself, living for money, obtaining it in abundance, ignoring *heart* principles—though scrupulously honest from the conviction that honesty is the best policy. It reads as if every event described might be historical.

SOUNDINGS FROM THE ATLANTIC. By Oliver Wendell Holmes. Boston: Ticknor & Fields; San Francisco: H. H. Bancroft & Co. pp. 468.

The *Atlantic Monthly* first published the papers collected in this handsome volume, and Dr. Holmes first wrote them. For persons who do not see the *Atlantic Monthly* we make this announcement. Those who do see it will be glad to obtain the articles in book form. The articles on the "Stereoscope," "Sun-painting and Sun-sculpture," and "Doings of the Sunbeam," are full of information, and poetry too, although the words are not printed in the usual form of poetry.

TALES OF A WAYSIDE INN. By Henry Wadsworth Longfellow. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 225.

We need only announce to our readers that Mr. Longfellow's new volume of poems is published, and where they can get it. But lest they should be a little disappointed to find some things they have seen before, we will add that several of the poems herein contained are republished from the *Atlantic*—where "soundings" have already been so many times effectually made by publishers.

PHILBRICK'S BOSTON PRIMARY SCHOOL SLATES: With copies on the frame for making figures, writing, drawing, and printing; designed to accompany the Primary School Tablets.

"These are small slates, seven and a half inches by nine and a half inches, with illustrated frames, prepared for the use of Primary Pupils. They are very desirable, and no *well furnished* school of this grade can be without them. They are adapted for use with the Tablets, or may be used to excellent advantage separately. These slates are used extensively in the best schools."

BANCROFT'S MAP OF CALIFORNIA, NEVADA, UTAH, AND ARIZONA.

BANCROFT'S MAP OF OREGON, WASHINGTON, IDAHO, AND BRITISH COLUMBIA.

Mr. Bancroft has conferred a favor upon all travelers by issuing these Pocket Maps of the Pacific Coast region. Every new comer should purchase copies, and those residents who have not procured a home large enough for the large map of these regions, recently noticed in THE TEACHER, should procure these pocket editions for daily reference.

THE GREAT STONE BOOK OF NATURE. By David Thomas Ansted. Philadelphia: Geo. W. Childs. San Francisco: A. Roman & Co., H. H. Bancroft & Co. pp. 335.

An excellent elementary book for general reading—simple, clear, and generally correct in statement. Altogether a good book for the teacher to read for himself and his pupils. It is arranged in several parts, among which we have the general headings: "The Language of the Great Stone Book," "The Stones of the Great Stone Book," "The Pictures in the Great Stone Book," "The Treasures of the Great Stone Book," "The shutting up of the Great Stone Book," etc.

BREAKFAST IN BED, OR PHILOSOPHY BETWEEN THE SHEETS. By George Augustus Sala. New York: John Bradburn. San Francisco: H. H. Bancroft & Co. pp. 275.

This is a reprint from the *Temple Bar*, of which Mr. Sala is the editor. We cannot call it a very interesting book as a whole, but there are passages here and there about children at home and at school that are very suggestive. The second and third essays, "On a Little Boy going to School" and "On Mr. Mavois' Spelling Book," may be specially named as quite pleasant enough ot repay to any teacher the trifling cost of the book.

HOUSEHOLD FRIENDS FOR EVERY SEASON. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 327.

An exquisite book in form and in contents. It contains fine portraits of many familiar writers with admirable selections from their works. It is a book good for all times and fit for all places.

THIRTEENTH ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF CALIFORNIA FOR THE YEAR 1863. Sacramento: O. M. Clayes, State Printer. pp. 214.

The absence of the State Superintendent, who is one of the Resident Editors of this Journal, gives a favorable opportunity for noticing his First Report; but the late hour at which this advance copy is received renders it impossible to furnish even an analysis of its contents in the present number. We may say, however, that no Report we have seen—and we have seen the most of the School Reports from other States for many years—has been equal to this for terseness, good honest English, and sound views of what the State requires in her educa-

tional system. The only Report worthy to be named at the same time is one by Supt. Bateman of Illinois—the fourth, we believe, issued in that State. We shall hereafter place on record in THE TEACHER many of the facts and statistics given by Mr. Swett; but must content ourselves for the present with stating our unqualified commendation of the entire document.

We quote the concluding paragraphs of the Report:

The first official term of eleven months, for which I was elected to the office of Superintendent of Public Instruction, closes with this report, which has necessarily been prepared, without even the opportunity of revision, at odd intervals of time, snatched from the performance of other office duties. The importance of the various subjects presented has precluded the possibility of a brief report; and, as the School reports of other sections of the Union seldom reach this State, I have quoted extensively the views of eminent educational men, for the purpose of imparting to School officers some information concerning the progress of Public Schools in the older States. I have endeavored to set forth in plain words the defects and the wants of our Public School system. Could I have conscientiously done so, it would have been pleasanter to have found more to commend and less to censure; but unmerited laudation seldom effects needed reforms. In entering upon another official term of four years, I am able to comprehend in some measure the magnitude of the work to be done, and I assume the task in no spirit of self-confidence. Having devoted my whole life to the profession of teaching—having taught ten years in the Public Schools of this State—I have an ambition to coöperate with the many earnest and devoted Teachers in California who are striving to awaken public opinion to a truer estimate of the relation of Free Schools to the future permanence and prosperity of the State, and to a higher estimation of the profession of teaching. The efforts of Teachers and Superintendents, however, will effect comparatively little, unless seconded by judicious legislation, which shall anticipate the future, as well as comprehend the present. I appeal to every legislator, in considering the question of a State School tax, to bear in mind that his vote will influence the destinies of a hundred thousand children for good or for evil; that twenty thousand children in the State are growing up "not attending any school;" that the best "franchise" which can be granted to the State is a generation of young men trained to an intelligent patriotism; and that true economy, anticipating the future, sometimes consists in a liberal expenditure of means, rather than in short-sighted retrenchment.

POEMS: by Jean Ingelow. Boston: Roberts Brothers. San Francisco: H. H. Bancroft & Co. pp. 256.

We do our readers a service when we recommend this new volume to their attention. If they have the poetic spirit, these poems will be a source of constant joy; if they have not, they ought to study a work of the right quality until they shall be able to understand something of what our language is capable of expressing. There is more genuine poetry in this work of an author heretofore unknown than would suffice for a dozen of the ordinary writers who pass for poets.

INFANTRY TACTICS FOR SCHOOLS. New York: Barnes & Burr. San Francisco: H. H. Bancroft & Co. pp. 180.

We most cordially commend this work to teachers who have any desire to introduce any kind of military drill in schools. Any teacher can drill his boys in *marching*, and that is far better than nothing at all. This manual is designed for the use of teachers and scholars in public and private schools. Its instructions are founded with care upon the authorized text-books. The object aimed

at is to explain and illustrate the details of Infantry Tactics so fully and clearly, that *novices* may acquire the principles of soldiering without employing a regular drill-master. The writer has had experience, both with "boy-soldiers" and men-soldiers, and has endeavored to adapt his teachings to the capacities and peculiarities of boys.

HOOKER'S CHEMISTRY; or, Science for the School and Family. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 426.

Teachers who are familiar with Dr. Hooker's "Physiology," "Natural Philosophy," "Natural History," "Chemistry for Beginners," and other school books, will be prepared to expect, in this work, a text-book exactly adapted to school use; and we are confident they will not be disappointed. Simple and plain in style, systematic in arrangement, free from all technical surplusage and learned display of words of thundering sound, it is a model school-book. Some of its merits, in contra-distinction to numerous older works on chemistry, may be summed up as follows: 1st. It includes only that which every well-informed person ought to know on the subject, and excludes whatever is valuable only to chemists, or strictly scientific men. 2d. It recognizes fully the distinction between a book for reference and a book for study, being designed for the pupil as well as for the teacher. 3d. Its illustrations are from every-day phenomena, so that is is a Chemistry of Common Things. 4th. It is naturally arranged, the most simple and interesting topics coming first—each page enabling the pupil to better understand the pages that follow. We most heartily commend the book to teachers of private schools, high schools and academies, believing that they will find it the best work published for school use.

SPEECHES, LECTURES, AND LETTERS. By Wendell Phillips. Boston: James Redpath. San Francisco: A. Roman & Co. pp. 562.

This book is a collection of some of the most notable speeches of Mr. Phillips, from the time of the "Murder of Lovejoy" down to the present crisis. As might be expected, it is full of fiery invective; and anybody who delights in unmeasured abuse of everybody and everything will find it a delightful treat. Phillips is eloquent in the lecture on "Woman's Rights;" in the address on "Public Opinion," he abuses Webster without stint; on the "Boston Mob," he aggravates the Athenians; on "Harper's Ferry," he deifies John Brown; and discoursing on the "Cabinet," he villifies the President, and exalts Fremont—the only man living, except himself.

The following books were received too late for comment in this number:

LETTERS TO THE JONES'. By Timothy Titcomb. New York: Charles Scribner. San Francisco: H. H. Bancroft & Co. pp. 347.

VERY HARD CASH: A Novel. By Charles Reade. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 258.

BROKEN COLUMNS. New York: Sheldon & Co. San Francisco: H. H. Bancroft & Co. pp. 558.

FIVE YEARS OF PRAYER WITH THE ANSWERS. By Samuel Irenaeus Prime. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 375.

QUEEN MAB. By Julia Kavanagh. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 476.

THE

CALIFORNIA TEACHER.

APRIL, 1864.

Vol. I.] SAN FRANCISCO. [No. 10.

[For The California Teacher.]

KINDERGARTENS.

KINDERGARTEN means a garden of children. Frœbel, the inventor of the system of instruction symbolized by this name, was a German, possessing all the patience characteristic of the German temperament, combined with the philosophical tendency of the German intellect. The poets have long classed children and flowers together; it remained to Frœbel to show the similarity between the right culture of the child and the plant.

A gardener does not endeavor to make all his plants blossom into roses or camellias; he knows he could not if he would. He is charmed with Nature's endless variety, and wishes not to thwart her own sweet plan. In the Kindergarten the *individuality* of the child is never sacrificed to routine instruction. On the contrary, its development is indirectly encouraged by the play given to all the mental faculties. As, for instance, the artistic element is at once appealed to, and molding in clay, drawing with chalk or pencil, or when too young to handle the pencil, pricking with a pin the outlines of birds, etc., drawn on paper by the teacher, form a part of every day's exercises.

The social instinct of children is gratified by the society of their equals in the Kindergarten, and yet they are kept under healthful restriction by the wise and never-ceasing oversight of the genial

teacher. They have the pleasure of playing and working in company, but at the same time rival pretensions and the thousand and one forms of the selfish instinct are checked by an appeal to the affections or the conscience.

Children are eager to learn. Their restless curiosity is well known to all preoccupied mothers, who find it impossible to slake this perpetual thirst of the mind; yet they soon tire of one subject, and are disgusted with the book or the teacher that wearies their attention. In the Kindergarten, while it is the aim of the teacher to occupy constantly, the child is never allowed to feel weary of learning, and thus form habits of inattention. Instruction is invested with all the charm and variety that Nature offers in the countless successions and changes of the outward world.

Again: in childhood the senses are in their fullest activity. The child observes details which quite escape the duller senses of the adult. In the Kindergarten this fact is seized upon as the basis of all instruction of a scientific character. Objects themselves are presented for investigation and examination. Leaves, plants, insects, shells, and—where animals are the subject—colored prints, all find their appropriate place and use in the Kindergarten. Observations are *drawn out* of the children in regard to these objects; thus they learn to think for themselves, and also to *express* each thought as it arises.

Too much cannot be said in favor of any system of education which cultivates this *power of utterance.* The gift of speech, that golden gift—the distinguishing characteristic of man—is the very faculty whose culture we seem most often to leave to chance. How few people talk half as well as they can think. How few, however large their powers of observation, can so describe a place or thing as to make it a living reality to the auditor. What an immense motive power does that man wield who is capable of pouring his living, burning thought into the crystal forms of language, leaving them as "things of beauty forever" in the memory of his fellows. Is it not worth while to begin the cultivation of this wonderful power even in childhood?

The teacher of the Kindergarten, like the flower-gardener, preserves and cultivates the mental peculiarity of each child, while destroying those hurtful weeds of selfishness and forwardness that

spring up in every mind, however fair its tendencies: but is not satisfied with this alone. It has been well said that the mind can afford to wait for the body, because it survives it; but that the body cannot wait for the mind. If the education of the mind takes precedence of that of the body, the latter is stunted or irretrievably ruined; not unfrequently dragging down the mind into its deformity. It is not necessary to sacrifice either the mortal or immortal in education. The mind and body should grow together, and we believe both will develop more harmoniously if both be wisely exercised. The true Kindergarten provides for both the mental and physical restlessness of children. The utmost freedom of motion, consistent with regard to the comfort of others, is allowed; while plays and songs representing the labors of the farmer, the cooper, the woodsman, or the habits of the hare, the bee, etc., give all that variety of movement so dear to the child. These plays, however, are not merely outlets for bodily vivacity, but become easy intellectual exercises; as whatever is done with a *purpose* must quicken the intellect.

The history of Kindergartens in this country can be briefly told. The idea of Frœbel was put in practice by Miss Peabody of Boston, some three or four years ago. The system was seized upon by kindred minds in New York. In the San Francisco Kindergarten, Frœbel's idea, with such modifications as change of country and nation necessitate, has been thus far carried out with a success that renders it certain that playing, set to music, and made to *mean something*, is Nature's method of tuition for little children.

The San Francisco Kindergarten has one great advantage over all kindred institutions, which should not be left unnoticed. If it is a desideratum to learn to speak *one* language *well*, it will no doubt prove a subject of congratulation to parents that they can place their children under such influences as will enable them, at the age when the vocal organs are most plastic, to learn to speak and read equally well the two great modern languages, French and English.

Yet, perhaps, the most interesting thought connected with Kindergartens is the single fact, that so deeply has the importance of early education fixed itself in reflective minds that the finest genius of the Old World and the New has not disdained to lavish its fair-

est gifts of mind, its labor, and its time on children. When we see rare scholastic attainments, the culture of a true gentleman, and the generous enthusiasm of an ardent mind, consecrated to the service of little children, we may well look upon the spectacle with reverential attention. Surely such men as Pestalozzi and Frœbel, and others like them, have partaken largely of the spirit of Him who "took little children in his arms and blessed them," saying, "of such is the Kingdom of Heaven."

THE PERCEPTIVE FACULTIES.

[An Essay read before the Alameda County Teachers' Association, Feb. 19th, 1864.]

BY LAURA T. FOWLER.

THERE are few things in this world more beautiful or more simple than a child's mind; yet, from the herculean labors spent in *teaching* it, one would suppose it to be the deepest problem existing. The question here arises: What is a child's mind? and do we comprehend our work when we undertake to teach it? Were this question put to us on examination day, I venture to say not two of us would return the same analysis of the thing we pretend to guide and control. Our opinions would be as various as our own natures; for there is a *tendency* in human nature, if it is not a law, that we judge of others by the most prominent traits in our own character; and nowhere is this more apparent than in the school-room. This is a strong assertion, but it can be tested.

The sculptor knows well the block of marble before him; he would be called a *fool* did he attempt to make a perfect statue, not knowing of its defects, and disproportions, and having no defined plan in his own mind. Have we a pure, sweet ideal of beauty in our minds, to be fashioned by our toil and prayers? How shall we embody it if we are ignorant of the stone we carve? Do we imagine that our listless, indifferent repeatings of grammar, arithmetic, and geography, and the often senseless maneuvers of the school-room, are making character, and stamina of mind? It is not to the point, for us to evade the question by saying, that our scholars are

of such a class that with them we cannot ennoble our work. "The poor ye have always with you," said one who loved them; and it is for them, in a great measure that the public school teacher must work.

In the public schools we cannot aim to make *great scholars*, but it should be the constant aim of all concerned to create in them a large-viewed, free-thinking, bold, working stamp of character. And those things which develop it should be encouraged. Past experience, old fogey notions, and future aspiration and progress should bend to this aim. That course of training which brings to a child's help his own resources; that makes him plan and execute for himself; that makes him discern, *with his own eyes*, the fitness and correctness of things; is the one on which public school teaching should be based, for it is from them are to come the men and women who will silently but surely shape the destiny of the nation. And there are no schools in the land where strength of character, purity of life, and a clear conception of right and justice are so much needed as in them.

There is a greater diversity of mind in a district school than in a private one; but with all their minor differences, there are but *two divisions* of mind, into one of which all children must be placed—the *perceptive* and the *reflective*. And to an experienced eye that classification can be made in a few moments. The power to read or comprehend human nature, is oftentimes a *natural gift*, but there are few teachers so stupid that they cannot learn something about it. The perceptive faculties, as you are aware, are those that discern the outside of life chiefly; that is, the form, the color, and the proportion of things. Children in whom the reflective faculties predominate, seldom have quick discernment: not because they are fools, though they are usually our dunces and blockheads, but, simply, because they "don't see it." In reality, they may possess some of the finest and noblest traits of character. Let Daniel Webster be an instance.

A teacher *should be* so familiar with mind that in two days he can understand the full caliber of every child before him. There are four facts concerning his pupils that should be understood as far as possible—two in the school-room, and two out of it. Is the child of a perceptive or a reflective cast of mind? Is he influenced by

honor, or by feeling? What and who are his parents? What is the training he receives at home? Of course, in a large school this will give the teacher considerable "hard work;" but a school *ought not to be so large* that a teacher cannot fully understand and manage every avenue of power and knowledge which his vocation demands. But, with these two questions answered, how easy to comprehend the exact cast of his pupils. How easy to teach them; for it is taken for granted, a teacher who can discern the characters before him correctly has sufficient talent or tact to supply the needed training. Our system of education is simply preposterous, when it undertakes to put thirty or forty pupils, of all tendencies, through the same mill, and expect them all to come out geniuses. One might as well put peaches, plums, and persimmons through an apple mill, and expect sweet cider!

When you stand before the beautiful mansion of a friend, is not the first impulse of your heart to enter it? But how? Going round to the back door like a sneak and a busy-body — crawling through the window like a thief and a robber? Or do you stand erect in your conscious honor and integrity, and enter it by its noble front door? Can there be a more beautiful mansion than a child's mind, and why not enter it in the same *natural*, honorable way? I can point out children whose minds are anything but beautiful— whose brains, *apparently*, are as dirty as the uncouth bodies that come unwashed and uncombed into our daily presence. I know that every school has its "Poor Pip," its forsaken "Oliver Twist," and its despised "Topsy." The world is full of them! They huddle in all our public schools; but, thank God, in a child, we only see the outside; we know not what wonderful depths there may be beneath, that some day shall be stirred into a stream of ever living power and good. The golden key that unlocks this wonderful realm is the perceptive faculty. In other words, it is the channel through which love, hope, and memory traverse — the three graces of a child's mind. This channel once opened, and that mind, like a well-timed clock, will keep its own vigils forever.

A teacher should not be a horse-jockey, or a slave-driver, in his dealings with children, but a *guide* and a *trainer*. He is not to create mind. He cannot do it; neither can he give a child a *single grain of knowledge*, any more than a gardener can give a drop of

sap to his flowers. He can develop mind, can find out the channels nature has grooved for knowledge to enter: He may talk his own knowledge till doomsday, but if the child's mind does not open to receive it, he might as well tell it to the winds. But he can *lead* that mind up the steps of learning, and show it the wide, beautiful landscape, the Delectable Hills in the distance, and the glory of the city beyond—but no more! What, then, should be the standard of a teacher's royalty, and his fitness for his labor? The power to *control and guide mind*, and not the largeness or profoundness of his learning.

As a ground-work of education, the child should be made familiar with *nature*. But how can it be done? How can the public school teacher *stop* for such *simple*, outside instruction? "Like teacher, like pupil," is a trite but suggestive saying. In the crowded city schools, such "way-side" knowledge may not be made a "regular course," yet it must be an unusual case where a faithful, *sympathetic* teacher cannot scatter much of the beautiful among his labors; and as a help, there is nothing equal to the blackboard, and a familiar talk on natural history or botany. Never a spare moment should pass without some statement concerning the great world in which we live. That world is enormous to them, and should be brought down to their comprehension by facts that can have a direct representation to their perceptive faculty. Instead of the numberless punishments and fretful scoldings that disgrace the teacher rather than pain the pupil, let the teacher go to the blackboard and silently and gracefully cover it with the little objects of every day life, and *to make which*, not a child in the room but would give all he possessed. I am not an artist, neither do I wish to advance one branch of study above another. I only know that a child's mind instinctively sees the beautiful; that it has a sort of sympathetic yearning for it; and if we would have him grasp it, we must work with him through the common things of life. Especially is this so with the poor, who do not find it in their homes. Such knowledge should not be compulsory, but thrown in as a recreation and a *rest*—as the sunlight bursts from the clouds, or

> "Like foot-prints hidden by the brook,
> Yet seen on either side."

The children of our public schools should be trained to draw on the board the rare specimens of our ornithology or lepidoptera. If one wishes to know the influence of such training, let him sit in the crowded assemblies that are so fortunate as to hear the great Agassiz, and watch their wonderfully pleasant expressions, as with one sweep of his hand, Agassiz places his bugs and fishes on the board. And what *that* master is to the larger school, any teacher may be to the smaller! All teaching can be based on the perceptions.

ALVARADO, Alameda Co.

THE LITERARY MAN.

THE literary man, whose principal profession is to cultivate his own talents while developing those of others, concentrates in the one darling object of his peculiar ambition all the energy, activity, and interest that are wont to be dissipated in the various occupations of other men. Jealous of multiplying and extending his ideas, he explores the stream of ages to its source, examining the distant monuments of antiquity, to decipher, from traces often almost effaced, the mystic characters that afford the key to the wisdom and philosophy of the sages of antiquity. He converses with them in their own language, availing himself of it to enrich his vernacular. He roams through the vast domain of foreign literature, and bears home abundant spoils to augment the treasure of his national classics. Gifted with a happy organization, which enables him to love the beautiful and true in every department of nature, science, and art, he lets narrow and prejudiced spirits vainly endeavor to measure all talents and characters by one unvarying standard, and enjoys the fruitful and sublime variety that nature affords to charm, instruct, and benefit mankind.

To the man of letters, every truth is a conquest—every masterpiece an enjoyment. Nothing good or praiseworthy is lost to him. It was for him that Virgil breathed such enchanting harmony into the meter of his verse; that Racine shed so mild a light into the chambers of tender souls; that Tacitus cast such lurid flames

into the depths of the souls of tyrants. He it was that Montesquieu addressed when pleading the cause of humanity; Fenelon, when he invested virtue with such a halo of celestial light. Accustomed to draw equally from his own reflections, and those of others, he is neither alone in seclusion, nor a stranger in society. Whether he treads with measured step the mazy paths of mathematical investigation, or loses himself in the enchanting world of imagination and poetry, he never tries to lay prostrate his competitors for distinction, or depreciate their efforts with a view to enhancing the merit of his own productions. Far from being jealous at the number or success of the aspirants after fame, the genuine literary man, surveying with tranquility the field of his labors, can always behold new monuments to be raised, and a position of distinction and usefulness to be attained. L.

[For The California Teacher.]

REMARKS ON SPELLING.

BY PHILO.

I HAVE read with pleasure, in various numbers of "THE TEACHER," several excellent articles on spelling; one of them by a "lady," in which she proposes that each of the teachers should make known any method practiced by them which, in their experience, has proved the most successful. I for one cheerfully accept the proposition, and throw my mite into the "general fund of the teacher's stock-in-trade" information. Some time ago my mind was considerably exercised in relation to the subject of spelling. This arose from two considerations, which, in order to bring before the reader as they appeared to my mind, I will put in the form of questions. 1st. What is the reason that so many persons, who profess to have received *an education*, are such poor spellers? 2d. What is the best method of teaching children, so that they *cannot* fail to become good spellers? The answer to the first question appeared to me to be simply this: either that they were not instructed in the *art of spelling* far enough to see the reason why words are spelled as they are, or, if they were, they certainly are very negligent in applying

them to practical use. The endeavor to answer practically the second question, has led me to try several experiments. I have sometimes tried well known methods, such as putting the words of the lesson to the class in rotation, and afterwards asking them promiscuously, or "dodging," as it is sometimes called. Then again I have appointed "captains," and told them to "choose up," and try to spell each other down. Oftentimes I have drilled classes so that the several members of them have kept their places for days together, until I have thought, "well, they certainly *do* know the lessons now; they will *not* forget them this time! But, lo and behold, in giving out the self-same words a few days after as a basis for a composition, I found that all manner of mistakes had been made in writing them! As likely as not, starting would be spelled with three t's, and stopping with one p. I attributed instances like these to the fact that the attention of the pupils was directed more immediately to the writing. I finally adopted the following plan, which I have found to be attended with happy results. Let each pupil write out his spelling-lesson upon his slate in a perpendicular column, as it is in the book (this may be varied sometimes by writing in horizontal lines, as in composition). When the pupils have done this, let the teacher pass around and examine their slates, correcting any errors he may find, giving directions as to the formation of the letters, mark of accent, etc. When writing in perpendicular columns the pupil should not be allowed to rule lines to assist him in writing the words straight, because causing him to write without lines is the best way to teach him not to be dependent upon them. When the teacher has satisfied himself that the writing is correct, let such pupils as cannot write legibly learn the lesson from their books; but those who can write a fair hand may study it from their slates. It will be a profitable exercise to let them change slates frequently, and examine each other's work; by this means they will become accustomed to different styles of writing and be able to read them readily; and they will also detect errors in the writing of others, which they have overlooked in their own. After they have studied their lessons a sufficient time, let them recite in the usual way. It may be that this plan will seem rather strange to some of the pupils at first, but they will soon get used to it and take delight in it. By the time the scholars

have written out the lesson it will be more than half learned, because of the care and pains they have necessarily taken in copying it. The name and number of the letters of which words are composed become impressed on the mind through the eye, so that if there are too few or too many letters in a word, the pupil will see that there is something about it not exactly right. As soon as pupils are able to understand the rules for forming desirable words, they should be thoroughly instructed and frequently drilled in them; by this means they will know the reason *why* words are spelled thus and so, and have rules to guide them. This plan of writing out will greatly assist pupils in learning the hard words in a reading lesson; and in fact it may be applied to all the studies, as, for instance, to the rules in arithmetic, to groups of islands, rivers and their branches, in geography; in grammar to the words and tenses, and in history to important events, chronological order, etc., while at the same time it gives facility with the pen, thus making ready writers. One word more: Whenever a scholar says that a lesson is hard, and thinks he can't learn it, tell him to write it out forthwith; in doing so he will imperceptibly master it, and the idea of "can't do it," will have vanished from his mind. With regard to instructing very young children in spelling, in my humble opinion the best way is: short and oft-repeated lessons, combined with "object teaching" as this exercises the perceptive faculties, which are the first in the natural order of development.

"Low Reading."—"What shall be done to cause pupils to read in a louder tone?" When a pupil speaks so as not to be distinctly understood, ask him what he said. If he still speaks in a low tone appear not to understand him, and continue to request him to repeat till he gives the desired amount of voice and clearness. If the teacher will do this in every case, low reading or low reciting will be the least of his troubles. He should speak in his common voice, and without an effort to arrest the attention of the school or class.

Verbum Sat.

[For Declamation.]

THE LAST CHARGE.

BY OLIVER WENDELL HOLMES.

Now, men of the North! will you join in the strife
For country, for freedom, for honor, for life?
The giant grows blind in his fury and spite—
One blow on his forehead will settle the fight!

Flash full in his eyes the blue lightning of steel,
And stun him with cannon-bolts, peal upon peal!
Mount, troopers, and follow your game to its lair,
As the hound tracks the wolf and the beagle the hare!

Blow, trumpets, your summons, till sluggards awake!
Beat, drums, till the roofs of the faint-hearted shake!
Yet, yet, ere the signet is stamped on the scroll,
Their names may be traced on the blood-sprinkled roll!

Trust not the false herald that painted your shield;
True honor *to-day* must be won on the field!
Her escutcheon shows white with a blazon of red—
The life-drops of crimson for liberty shed!

The hour is at hand, and the moment draws nigh!
The dog-star of treason grows dim in the sky!
Shine forth from the battle-cloud, light of the morn!
Call back the bright hour when the Nation was born!

The rivers of peace through our valleys shall run,
As the glaciers of tyranny melt in the sun;
Smite, smite the proud parricide down from his throne—
His scepter once broken, the world is our own!

[For the California Teacher.]

MANNER OF CONDUCTING RECITATIONS.

In considering the requisite qualifications of a teacher, the power of exciting an interest in the recitations of his school should not be overlooked. All have not this faculty in an equal degree; he who possesses it as a natural gift, has a very great advantage as a teacher. The ability *to tell well* what he knows, is of more conse-

quence to the teacher than the highest attainments can be without it. Combine high attainments with the ability to communicate, and you have the accomplished teacher. This power is not necessarily a natural gift, it comes not always by intuition; it can be acquired. It is founded on philosophy, and he who can understand anything of the workings of his own mind—who can revert to the mental processes he went through in order to comprehend a principle—who can go back to the state of mind in which he was before he comprehended that principle, and then by one step more can put himself in place of the child he is teaching—can become the apt teacher. To acquire this rare qualification should be the constant study of the teacher. He can scarcely ask himself a more important question than this: What is the *natural order* of presenting my subject? The ability to determine this, is what constitutes in a great degree the science of teaching; for he who can ascertain the order of nature will be almost sure of exciting an interest in the subject he is endeavoring to teach. No one can teach successfully what he does not fully understand himself. It is destructive of all life in the exercises to have the teacher confined to the text book; he has not half the vivacity of one who is thoroughly acquainted with the subject, and who, not being confined to the text, has the use of his eyes, and when he speaks or explains, can accompany his remarks with a look of intelligence. Besides securing the attention, he reads the minds of his pupils—there is a world of meaning in the expression of the countenance. It betrays, better than words, the clearness or obscurity of the mind's perception when a thought is presented. How different the beaming of the eye, when the soul *apprehends*, from that almost idiotic state which shows that the words used carry no meaning to the listening ear. The teacher should be able to use language correctly and fluently. Every look and motion of the teacher teaches; therefore he should have proper animation, speak in a sprightly tone, and move with an elastic step; the attitude should not be one of coarseness or indolence when he moves from his seat to the black-board to illustrate any point; it should be done gracefully and with reference to this fact. A teacher should never proceed without the attention of his class. A *loss* of *interest* is sure to follow inattention. An impression made when the interest is excited is enduring,

and one idea *then* communicated is worth a hundred at another time. Nothing will sooner abate the interest of a class than dull, dragging recitations; therefore it is the duty of the teacher to insist on promptness and accuracy. When the class is deficient, the temptation for the teacher to assist them is very strong; but to do that will only make the matter worse. The dull recitation calls for the teacher's aid, and that aid granted reproduces the dull recitation. The only way is to stop at once, and refuse to proceed until the lesson is committed. It is just as easy to have good recitations as bad ones, and the teacher should insist upon having none but good. It is a great saving of time, and *then* the class feel that they have done something, and their own and their teacher's approval will inspire them to learn the next lesson still better.

May these suggestions be carried by each one to his school room, and assist him to render his labors efficient, that each day may bring to him somewhat of the *teacher's reward.*

Department of Public Instruction.

THE SCHOOL BILL has passed both houses and only awaits the Governor's signature to become a law. We give the law in full, and request County Superintendents to call the attention of Boards of Supervisors to the section relating to county taxation.

AN ACT SUPPLEMENTARY TO AND AMENDATORY OF THE ACT OF APRIL 6TH, 1863, ENTITLED "AN ACT TO PROVIDE FOR THE MAINTENANCE AND SUPERVISION OF COMMON SCHOOLS."

The People of the State of California, represented in Senate and Assembly, do enact as follows:

SECTION 1. An annual *ad valorem* tax of five cents on each one hundred dollars' value of taxable property throughout the State is hereby levied, and directed to be collected and paid in the same manner as other State taxes are required to be paid; and said tax shall be called and known as the State School Tax, and the Board of Supervisors of the several counties shall, annually, at the same time other State taxes are levied, add this to the other taxes provided by law to be levied and collected, and it shall be annually collected at the same time and in the same manner as other State taxes are collected; and if from any reason whatever, in any year said taxes shall not be levied as herein required by the Board of Supervisors, the Auditor shall enter them on the assessment roll as required by law for other taxes. All moneys derived from the tax herein levied shall be paid into the State School Fund, and be apportioned as other moneys in that fund.

SEC. 2. No Tax Collector or County Treasurer shall receive any fees or compensation whatever for collecting, receiving, keeping, or disbursing any school money; but the whole money collected shall be paid to the County Treasurer, and by him paid to the State Treasurer, at the same time other moneys are paid over.

SEC. 3. The sum of $8,000 is hereby appropriated, annually, out of any moneys in the General Fund not otherwise appropriated, which said appropriation shall be set apart at the commencement of each fiscal year, to support the State Normal School; and the Controller is hereby directed to draw his warrants, from time to time, on the State Treasurer, payable out of said annual appropriation, and the unexhausted remainder, if any, of any prior appropriation for such claims or accounts as have been audited by "the Board of Trustees of the State Normal School" and the Board of Examiners; *provided*, the aggregate of warrants so drawn shall not exceed in any one fiscal year the appropriation herein made for such year, together with the remainder of unused appropriations, if any, of any previous fiscal year or years; and whenever, at the expiration of any fiscal year, a balance remains to the credit of the State Normal School Fund, such balance shall be carried forward and be added to the appropriation for the succeeding year.

SEC. 4. Each County Superintendent of Public Schools shall annually subscribe for a

sufficient number of copies of a journal of education, published in California, and devoted exclusively to educational purposes, to be designated by the Superintendent of Public Instruction, to furnish each Board of School Trustees in his county with at least one monthly copy of the same, and shall cause it to be forwarded to the Clerk of the Board of Trustees, who shall keep it filed among the records of his district. The County Superintendent shall pay for such subscriptions an amount not exceeding one dollar per annum for each district, by drawing his warrant, payable out of the County School Fund before such fund is apportioned to the various districts, for the amount, which warrant shall be countersigned or indorsed by the Auditor, whereupon it shall be paid by the Treasurer. Each County Superintendent shall be allowed, annually, for postage and expressage, a sum equivalent to two dollars for each school district in his county, which shall be paid out of the County School Fund in the same manner as provided for the payment of the annual subscriptions for a journal of education.

SEC. 5. Hereafter, the State Controller shall make his reports to the State Board of Education of the State School Funds that will be subject to apportionment on the fifteenth day of June and the fifteenth of December; public school teachers shall make their annual report to the Trustees and the County Superintendents on or before the first day of September; Public School Trustees shall report to the County Superintendent on or before the fifth day of September; and the County Superintendent shall report to the Superintendent of Public Instruction on or before the first day of October.

SEC. 6. Orthography, reading, writing, arithmetic, and geography shall be taught in all public schools; and in each school above the grade of Primary, there shall also be taught English grammar, history of the United States, and physiology and hygiene; and, in such schools as the Trustees may direct, algebra, geometry, drawing, natural philosophy, natural history, astronomy, and the elements of book-keeping, or such of these studies as the Trustees direct shall be taught; and the State Board of Education shall adopt a text book on physiology and hygiene.

SEC. 7. When the State and county money to which any district is entitled is not sufficient to keep a school open in such district for at least five months in each year, it is hereby made the duty of the Trustees of such district to levy, and they shall levy, a direct tax upon the taxable property in such district sufficient to raise an amount which, together with the State and county money to which such district is entitled, will keep a school open five months; and such tax shall be assessed, equalized, and collected in the manner prescribed for assessing, equalizing, and collecting taxes voted for District school-houses, excepting that the Trustees may appoint the Assessor and Collector, and also excepting that if a fractional part of a cent is sufficient, the whole cent need not be levied in lieu thereof; the tax so levied shall include a sum sufficient to pay the cost of assessing and collecting.

SEC. 8. If at any time when there is sufficient money in the County Treasury to the credit of any school district to keep a school open in said district for a period of five months, and if the Trustees of such district, from any cause whatever, fail, neglect, or refuse to open such school, and keep it open, the County Superintendent shall appoint a teacher, and cause the school to be opened, and kept open, and he shall pay therefor by his warrant on the fund to the credit of the district.

SEC. 9. Each Assessor of School District Taxes shall use, in making out his assessment roll of taxable property in the district, as far as practicable, the last previous equalized assessment roll of the County, Township, or District Assessor. Each Collector of School District Taxes shall give a bond to the People of the State of California, joint and several in form, with similar sureties as are required on other official bonds; such bond shall be in such penal sum as the Trustees may direct, and shall be approved by them. The District Trustees, upon receiving any assessment roll, shall give five days' notice thereof by posting notices for the time, in the manner provided in section thirty-seven of the act to which this is supplementary, and then sit three days as a Board of Equalization, and shall during such three days have the same power as County

Boards of Equalization to equalize the assessed value of the property, and are hereby authorized to add to said roll any person or property within the district liable to taxation which may have been omitted in the enrollment; and they shall determine, in the manner prescribed in section thirty-seven of the Act to which this is supplementary, from such equalized roll, the rate of taxation after the equalization of said roll, and after the per centage of such tax is fixed, as provided by section thirty-seven of the act to which this is supplementary. It shall be the duty of the Secretary of the Board of Trustees of the district to enter upon said roll the amount of said tax against each parcel of property, and the total of such tax against each person enrolled thereon, for which he shall be entitled to compensation, to be fixed by the Board of Trustees, not to exceed ten cents per folio for the writing required hereby, to be paid out of the tax collected.

SEC. 10. Section thirty-nine of the aforesaid Act of April 6th, 1863, is hereby amended so as to read as follows:

Section 39. Moneys collected from a direct tax in any district may be paid into the County Treasury to the credit of such district; or, if the Trustees so direct, it may be retained by the Collector, and be by him paid out upon the warrant of a majority of the Trustees, in which case the Trustees, if they deem it expedient, may extend the time for the collection of the tax by said Collector, as provided in section thirty-eight of the act to which this is supplementary, not to exceed ninety days from the time of the commitment thereof; *provided*, however, that prior to the close of the school year, the Collector shall pay over to the Treasurer all moneys then in his hands, and shall, at the same time, make his report in triplicate, setting forth:

First—The whole amount of the tax assessed and the date of its commitment;

Second—The amount of tax collected; and,

Third—A specific statement of all the warrants that have been drawn on him by the Trustees and paid by him, with their several amounts and dates, and the date of each payment; said reports shall be made by him to, severally, the County Superintendent, County Auditor of the county, and to the Board of Trustees of the district. The compensation of the Assessor and Collector shall be fixed by the Trustees, and be paid out of the tax collected.

SEC. 11. Section forty-two of the aforesaid Act of April 6th, 1863, is hereby amended so as to read as follows:

Section 42. Whenever at least ten heads of families petition the County Superintendent for the organization of a new school district, or for a subdivision of or change in the boundaries of an old one, that officer shall transmit the petition to the Supervisors, with his approval or disapproval of the proposition indorsed thereon. Upon receiving any such petition, the Supervisors shall have power to establish, alter, or modify the district or districts in accordance with the prayer of the petition; *provided*, however, that if the Superintendent disapprove, the Supervisors shall not grant the petition except by a vote of a majority of all the members elect of the Board, nor until at least one month's notice is given to the district to be affected thereby, in such mode as the Supervisors shall order; and, *provided*, further, that no district shall be considered as being organized or be entitled to any *pro rata* of moneys standing to the credit of the district from which it was separated, or of which it is a subdivision, until a public school has been actually commenced in such new district; and, *provided*, further, that unless such new school is commenced within sixty days from the action of the Supervisors making such new district, the order making the new district shall be void and no such district shall exist.

SEC. 12. Section sixty-three of the aforesaid Act of April 6th, 1863, is hereby amended so as to read as follows:

Section 63. The Board of Supervisors of each county shall annually, at the time of levying other county taxes, levy a County School Tax equal to two dollars for each child between four and eighteen years of age within the county; and the amount so

necessary shall be ascertained as follows: Fifteen per cent. shall be deducted from the equalized value of the then last general assessment roll, and the percentage on the net amount so found necessary to raise a sum equal to two dollars for each child between the ages of four and eighteen in the county, as per the then last School Census, shall be the rate to be levied; *provided*, that if any fraction of a cent occurs, it shall be taken as a full cent; and if any year the Supervisors, from any cause, do not make the levy, then the Auditor shall make the calculation, and add the tax to the assessment roll, as is provided he shall do in cases when a levy is made by law and the rate is fixed. And the Board of Supervisors may annually levy a greater tax than that herein-before in this section required to be levied; *provided*, that if such greater tax is raised, the whole amount levied shall not exceed thirty cents on the one hundred dollars' valuation: and the money raised under the provisions of this section shall be used to support the public schools, provide school-houses, and to purchase libraries, apparatus, and furniture.

SEC. 13. Section sixty-eight of the aforesaid Act of April 6th, 1863, is hereby amended so as to read as follows:

Section 68. Negroes, Mongolians, and Indians shall not be admitted into the public schools; *provided*, that upon the application of the parents or guardians of ten or more such colored children, made in writing to the Trustees of any district, said Trustees shall establish a separate school for the education of Negroes, Mongolians, and Indians, and use the Public School funds for the support of the same; and *provided*, further, that the Trustees of any school district may establish a separate school, or provide for the education of any less number of Negroes, Mongolians, and Indians, and use the Public School funds for the support of the same, whenever in their judgment it may be necessary.

SEC. 14. Sections seven, eighteen, and thirty-two of the aforesaid Act of April 6th, 1862, and all acts and parts of acts conflicting with the provisions of this act are hereby repealed.

SEC. 15. This act shall take effect from and after its passage.

MATHEMATICAL PROBLEMS.—*Arithmetic.*—1. A, B, and C can trench a field in 12 days; B, C, and D in 14 days; C, D, and A in 15 days; and D, A, and B in 18 days. In what time would it be done by all of them together, and by each of them singly?

2. A person remarked that when he counted over his basket of nuts two by two, three by three, four by four, five by five, or six by six, there was one remaining; but when he counted them by sevens, there was no remainder. How many had he?

3. If one ship, containing 150 hogsheads of wine, pay for toll at the Sound, the value of 2 hogsheads, wanting £6; and another, containing 240 hogsheads, pay at the same rate, the value of 2 hogsheads, and £18 besides, what is the value of the wine per hogshead?

Algebra.—1. Fifteen current guineas should weigh four ounces; but a parcel of light gold being weighed and counted, was found to contain nine more guineas than was supposed from the weight; and a part of the whole, exceeding the half by ten guineas and a half, was found to be $1\frac{1}{3}$ ounces deficient in weight. Required the number of guineas?

2. Given $(a + x)^{\frac{1}{3}} + (a - x)^{\frac{1}{3}} = b$ to find value of x.

3. Given $x^2 - x + 6(x^2 - 5)^{\frac{1}{2}} = 11$, to find the value of x.

4. Given $\left.\begin{aligned} x^2 + y &= 7, \\ y^2 + x &= 11, \end{aligned}\right\}$ to find the values of x and y.

MISSION DOLORES.

Resolved, That, as the hands of traitors are still raised for the destruction of this, the best of governments, we feel it our duty to renew our expression of unswerving fidelity to our country, and pledge our unconditional support to every efficient means for the suppression of this unholy rebellion; that we will endeavor to instill into the minds of the rising generation a deeper love of freedom and republican institutions, and a spirit of patriotism which will prompt them, if need be, cheerfully to lay down their lives in defense of their country.

Resolved, That we deeply sympathize with our brothers in the field, and that we will ever cherish their memory as heroes of noble, self-sacrificing devotion to their country and the cause of humanity.

Boys' High School.—It is contemplated to establish a new High School in San Francisco at the commencement of the next school term. The course of study will be arranged for four years, and will embrace natural sciences, mathematics, and ancient and modern languages, together with instruction in mineralogy and assaying.

Willson's Readers.—This series, which has been adopted for use in the public schools of the State, will be introduced next term into the schools of this city. Apart from the merits of these readers, we are pleased at their introduction, because it is an endorsement of the State series of text-books.

County Institute.—Some inquiry has been made of late in regard to holding an Institute in this city, next May, to be conducted by the counties of Contra Costa, Alameda, Santa Clara, San Mateo, and San Francisco. These counties were represented in the last Institute, held at San José. County Superintendents who feel an interest in the project are requested to communicate with the Superintendent of this city.

San Francisco.—The present Legislature has distinguished itself by its liberal support of all measures proposed for the benefit of public schools. Petitions signed by over 7,000 citizens, were sent to the Legislature, asking authority for the Board of Education of this city to raise funds for the supply of additional accommodations. $60,000 was placed at the disposal of the Board.

Hurrah for El Dorado!—Last month we chronicled the fact that the Legislature had raised the salary of the County Superintendent of Placer County to $1,800 per annum. We are rejoiced to learn that the Supervisors of El Dorado County, with commendable liberality and good sense, have raised the salary of S. C. Penwell, their County Superintendent, from $1,200 to $1,800. This is wise economy, and next year will demonstrate it. Mr. Penwell, like Mr. Goodrich, is a practical teacher, and we trust that with a generous rivalry, they both will prove themselves worthy of the very substantial compliments they have received. Certain other counties we could name, far wealthier than either El Dorado or Placer, would do well to follow after.

Education in Napa County.—We have just returned from a flying visit to this county, and accordingly "make a note of it." At Napa City the people have voted a tax and fitted up their school-house in quite a creditable manner, and now have an excellent graded school. The grammar department is taught by Mr. Krewson, a teacher of much experience and ability, and formerly Coun-

necessary shall be ascertained as follows: Fifteen per cent. shall be deducted from the equalized value of the then last general assessment roll, and the per centage on the net amount so found necessary to raise a sum equal to two dollars for each child between the ages of four and eighteen in the county, as per the then last School Census, shall be the rate to be levied; *provided*, that if any fraction of a cent occurs, it shall be taken as a full cent; and if any year the Supervisors, from any cause, do not make the levy, then the Auditor shall make the calculation, and add the tax to the assessment roll, as is provided he shall do in cases when a levy is made by law and the rate is fixed. And the Board of Supervisors may annually levy a greater tax than that herein-before in this section required to be levied; *provided*, that if such greater tax is raised, the whole amount levied shall not exceed thirty cents on the one hundred dollars' valuation: and the money raised under the provisions of this section shall be used to support the public schools, provide school-houses, and to purchase libraries, apparatus, and furniture.

SEC. 13. Section sixty-eight of the aforesaid Act of April 6th, 1863, is hereby amended so as to read as follows:

Section 68. Negroes, Mongolians, and Indians shall not be admitted into the public schools; *provided*, that upon the application of the parents or guardians of ten or more such colored children, made in writing to the Trustees of any district, said Trustees shall establish a separate school for the education of Negroes, Mongolians, and Indians, and use the Public School funds for the support of the same: and *provided*, further, that the Trustees of any school district may establish a separate school, or provide for the education of any less number of Negroes, Mongolians, and Indians, and use the Public School funds for the support of the same, whenever in their judgment it may be necessary.

SEC. 14. Sections seven, eighteen, and thirty-two of the aforesaid Act of April 6th, 1862, and all acts and parts of acts conflicting with the provisions of this act are hereby repealed.

SEC. 15. This act shall take effect from and after its passage.

---

wich, Vt. We have always believed that physical culture should be combined with intellectual, and we are glad Prof. Turner is practically recognizing this idea. When the Governor furnishes the promised arms and equipments, Napa will be proud of Capt. Allen's company of cadets.

ILLINOIS TEACHER.—The February number of this ably edited journal comes to hand filled with interesting articles. The Illinois State Teachers' Association, held at Springfield, we gather from the full report, was well attended, practical, and interesting. A resolution was passed appointing a committee of five, to report on the subject of *compulsory attendance*. It was resolved that vocal music should be taught in all schools on an equal footing with the other branches of education. Resolutions adopted:

Resolved, That this Association deems it the duty of every true teacher to train his pupils to regard the love of country second only to their love and obligations to God.

Resolved, That, in order to insure the proper training of the children of the State, their teachers should possess, as a special qualification, the loftiest sentiments of patriotism.

Resolved, That in order to guard our free schools from the insidious influences of treason, we respectfully recommend the Legislature of this State to require every teacher and school-officer to take an oath to support the constitutions of the National and State Governments—to use their efforts as officers and teachers to instruct the children under their care to love, reverence, and uphold the same, without reservation or qualification.

Resolved, That, as the hands of traitors are still raised for the destruction of this, the best of governments, we feel it our duty to renew our expression of unswerving fidelity to our country, and pledge our unconditional support to every efficient means for the suppression of this unholy rebellion; that we will endeavor to instill into the minds of the rising generation a deeper love of freedom and republican institutions, and a spirit of patriotism which will prompt them, if need be, cheerfully to lay down their lives in defense of their country.

Resolved, That we deeply sympathize with our brothers in the field, and that we will ever cherish their memory as heroes of noble, self-sacrificing devotion to their country and the cause of humanity.

Boys' High School.—It is contemplated to establish a new High School in San Francisco at the commencement of the next school term. The course of study will be arranged for four years, and will embrace natural sciences, mathematics, and ancient and modern languages, together with instruction in mineralogy and assaying.

Willson's Readers.—This series, which has been adopted for use in the public schools of the State, will be introduced next term into the schools of this city. Apart from the merits of these readers, we are pleased at their introduction, because it is an endorsement of the State series of text-books.

County Institute.—Some inquiry has been made of late in regard to holding an Institute in this city, next May, to be conducted by the counties of Contra Costa, Alameda, Santa Clara, San Mateo, and San Francisco. These counties were represented in the last Institute, held at San José. County Superintendents who feel an interest in the project are requested to communicate with the Superintendent of this city.

Educational Journals.—For the benefit of progressive professional teachers, we give a list of the educational journals published in the United States: Barnard's Journal of Education, Hartford, Conn.; American Educational Monthly, Schemmerhorn, Bancroft & Co., New York; Illinois Teacher, S. A, Briggs, Chicago, Ill.; Massachusetts Teacher, Boston, Mass.; New York Teacher, Albany, N. Y.; Rhode Island Schoolmaster, Providence, R. I.; Ohio Educational Monthly, Columbus, Ohio; Maine Teacher, Portland, Me.; Vermont School Journal, West Brattleboro', Vt.; Wisconsin Journal of Education, Madison, Wis.; Pennsylvania School Journal, Lancaster, Pa.; New Hampshire School Journal, suspended; Iowa School Journal, suspended; Michigan School Journal, suspended. The subscription price of all these journals, except Barnard's, is one dollar a year, payable in "greenbacks." It seems to us that every teacher who is receiving a salary of one hundred dollars per month can well afford to subscribe for at least four journals, costing only $2 60, California currency, and then take Barnard's Journal, $3 25, in addition. Or, let a dozen teachers club together, and exchange. The new school bill, which awaits the Governor's signature only, to become a law, will put $100,000 annually into the pockets of the teachers of the State. Let teachers prove themselves worthy of the liberality of the Legislature, by self-improvement. "Better teachers," is the call of all the County Superintendents. Make yourselves "better" by reading and study.

MASSACHUSETTS TEACHERS' ASSOCIATION.—The January number of the *Massachusetts Teacher* contains a very interesting account of the proceedings of the nineteenth annual meeting of the State Association, held in Boston, in November, 1863. Our crowded columns allow us to make only a brief notice, gleaning out an item here and there. John D. Philbrick, City Superintendent of the Boston Schools—who deserves to be named "the teacher's friend"—delivered a lecture on "*The Self-Education of the Teacher.*" This is the way he talked:

If he were asked to describe, in the fewest words, the best system of education, he would say it is that system which secures and retains the services of the best teachers. Without good teachers no important progress can be made. Hence the importance of Normal Schools, which are as fountains to send forth streams of knowledge through all time. But the Normal School executes its mission in proportion as it prepares its pupils for future self-instruction, self-culture, self-formation. All the instruction which we receive from others should be regarded only as a beginning. A self-educator is a different character from a mere book-worm. The latter is a mere reader. Books cannot teach their own use. A man may read much and still be very indifferently educated. The one great fact to be impressed upon the mind of the youth who is inspired with a noble ambition to be and do something is, that all great and high achievements is the result of wise, persistent self-culture. But a person will seldom exert himself without some model. He must have a conception of excellence before he can seek it. Self-knowledge is the second requisite. We should call to mind the words of the poet:

> "Trust not yourself, but your defects to know,
> Make use of every friend and every foe."

A resolute will is the next requisite. This overcomes obstacles and conquers success. "Nothing is impossible to him who wills." Mirabeau asked: Why should we be called men unless it be to succeed in everything? Force of will is an essential element in the hero. The characteristic of a noble mind is to select some worthy object and to pursue that object through life. We must not wait for favorable circumstances. Never wait for anything. When obstacles seem most formidable is the time to go at it.

The first aim of the teacher should be to form himself as a man. A really great teacher is a really superior man in every respect. The formation of a perfect character is that which should be sought. For this end there are three great classes of knowledge to be pursued. First, general literature and science—such as is appropriate to man as man; second, a knowledge of the branches to be taught; and third, a knowledge of the science and art of education. This latter field promises the most abundant harvests. The rank and position of the profession of teaching will be determined by the character of those who practice it. If they are superior in their learning and manners, and if thoroughly versed in the science and art of teaching, there will be no question as to the rank they will hold. There has been, with few exceptions, a lack of that enterprise and zeal in obtaining science and skill to teach acceptably. Those who have studied the theory and practice of teaching have almost invariably placed themselves in the front rank. The time will come when no person will be deemed competent to teach who has not first learned the art. A sad prospect for teaching it would be, if we were compelled to depend upon geniuses for education. But a person of good talents, common sense, good education, good health, and a good conscience may, by proper study of the science and art of teaching, become a good teacher. Lay your foundation broad and deep, spend much time and money for educational improvement, make every day tell on your growth and progress as a teacher, and you will be much more likely to be useful, successful, and happy than those who ignore these things altogether. To accomplish great things we must not only have energy and industry, but skill and economy; must have the ability to have many irons in the fire.

The following question being under discussion, "*What kind of Instruction in our Schools will serve to increase the Loyalty and Patriotism of the American People?*" Mr. T. D. Adams, of Newton, said:

The question, Mr. Chairman, is an important one. Surely he can be only a schoolmaster, the merest pedagogue in the profession, who would claim that it were better to be a good arithmetician or an expert athlete, than to be a good, patriotic, and loyal citizen. The nature of our government demands direct instruction upon a subject like this. Ours is a government *of* the people and *for* the people. All good government is based upon intelligence. This intelligence must reside in the governing power. With us, then, a knowledge, not only of the arithmetic and spelling book, but of the *fundamental principle* of our government, is essential to every man. The idea of human rights should be engraven on the heart of every American child. Strangely enough, we find those who are opposed to such teaching. I regard it as the result of that prejudice which has ever been at war with the true spirit of American institutions. The pertinency of this question is plain to any one who sees eight millions of disloyal people in the southern section of this country, and multitudes in the north, who owe everything they are and have, whether of wealth or social position, to the sacred principle of freedom, now trampling upon it and giving their sympathies in aid of rebellion.

In the question we see the truth of the maxims: "the child is father of the man;" "the boy should learn what he will need when he becomes a man;" "the public school is the nursery of the republic." Especially do we see the close relation of the child to a republican government. The child is the most important member of community. He is the father of the nation. He forecasts the spirit of the future. Now, these are great truths to which we ought to come as soon as possible.

The child learns them with ease, while man is slow to learn first principles if he omit them till he finds himself in the ranks of party. Because we have failed to teach these great truths, we suffer to-day. Had the trumpet blast of freedom been blown in earnest from every post of responsibility—from the pulpit, the bar, the professor's chair, and from the teacher's desk—we were now, perchance, at peace.

Now my plea is for the little child. Earliest impressions are strongest, deepest, latest. Fill his heart with the spirit and love of freedom, and he will not depart from it when he becomes a man; and while we teach the worth of freedom, let us teach with equal boldness the wickedness of slavery, for they are correlative terms and cannot be considered apart. They are among the intellectual contrasts of philosophy.

Rev. B. G. Northrop said:

Even children should be encourged to help the Government in this crisis. *Doing* promotes feeling; service for the country begets patriotism. Every man, woman, and child can now do something for the country. Children can aid the Sanitary Commission, write letters to their friends in the army, and give them their sympathies and their prayers. Children should be taught that they belong to the Government, and that it has a *right* to lay its equal claim on their time, property, and service. We may teach patriotism in our schools by unfolding the great lessons of this war, as well as of the past history of our country.

To make these high claims bind the conscience, we must inculcate right views of government as a divine institution. Every institution which is universal, because based on the essential rights of man, is divine. Such is society, such is marriage, such is government. Springing from the necessities inwrought in the very nature of man, it is universal as the race. Though in its outward form a human institution, in its inner life, in the sources of its obligations, it is divine. God intended that government should be invested with majesty and sanctity; and while in extreme cases we maintain the right of revolution, the general rule is plain that he who rebels against government tramples on an ordinance of Heaven.

Mr. Granville Putnam, of Quincy, said:

When we receive pupils into our schools, if we are faithful, we must resolve to do all we can to give them a complete and generous education; and John Milton has said that they only have a complete and generous education who are stirred up with high resolves to be brave men and worthy patriots, dear to God and famous to all ages. Can this be done? Yes. God has placed in the heart of every child an altar, and it is for us to kindle there a flame which will not go out till the flame of life is extinguished.

Mr. Putnam then spoke of the influence we might have in teaching History. We can do much to implant principles of loyalty and patriotism. I would present something of the cost of the inheritance received from our fathers; the noble struggle of those men who fought and died heroically; the character of the patriots of 1780, and of the rebels of 1863. I would show them how posterity will detest the very names of some who dwell among us, and who in times past have stood upon our platforms. What a field there will be for the teacher, when the history of this war shall be written, from which to gather themes for instruction! In every church-yard throughout the loyal States lie the remains of those who have nobly fallen. The blood of our brothers and sons has reddened the soil of the Old Dominion, and the bones of many are bleaching upon the banks of the Great River. Let us present these scenes to those under our charge.

There may be much done by declamation of the burning words of those who, in times past, have spoken so nobly. Otis, Henry, Webster, Everett, and a host of others. I would lead them to see Patrick Henry as with flashing eye he stood before the House of Burgesses in Virginia; the prostrate form of the elder Adams as on the Fourth of July, 1826, he lay upon his death-bed, and with extended hand exclaimed "Independence forever!"—the expounder of the Constitution as he sat in the Senate Chamber, or at the base of yonder monument; or Mr. Everett as he stood a few days ago at Gettysburg. I would teach them to sing patriotic songs. When the Israelites stood on the shore of the Red Sea they sang a song of triumph and rejoicing. So when the last rebel shot shall be fired, and the last rebel flag shall have been trailed in the dust, then, from every school-house in the land, let there go up a song of thanksgiving to the God of nations.

In discussing the question "*What is the next step to be taken by Educators to secure the highest interests of Education in the Commonwealth?*" Hon. Emory Washburn said, among many excellent things:

The great want of our country is in this very matter of a national sentiment and feeling. Our children are trained to be good merchants, and mechanics, and manufacturers, and professional men—but not to be good *Americans*. They are taught to be quick and sensitive to mercantile honor, and jealous of their character as business or professional men. But they can calmly hear their country reviled, and leave to others to defend her honor or good name. We want to be educated as a people to a true national sensitiveness. We want to have added to what is now taught as an intellectual exercise, an ever present, ever active sentiment of love and devotion to our country. We need something in this country which answers to *Loyalty* in the governments of the old world. There the people are so much accustomed to look to their rulers for the favors they enjoy, that a feeling of affection and respect grows up in return for the benefits bestowed upon them by a King, or some other personation and embodiment of national sovereignty. But here, our Government is an abstraction—an idea—while its functionaries are changed so often that we have next to nothing by which we naturally attach to it anything like sentiment or feeling.

This nationality of sentiment and feeling is, in my judgment, the thing we want more than anything else in the education of the public mind and heart. To reach it and accomplish it is, as it seems to me, the next great step to be taken by the educators of our land to secure the highest interests of education. It is something which has been

hitherto neglected in our schools. It was not the fault of the teachers, however, that the people have been so intent upon having their children practically and profitably taught. Nor have we a right to expect that the present generation of actors now upon the stage will all at once be endowed with new passions and desires; but the next generation may be educated by their teachers to know and feel the need of this element in our national character.

It is, as I have already said, a thing to be done not by books, not by recitations, but by the frequent and oft-repeated lesson from the full heart and the well stored brain of the teacher. History is full of this kind of influence, and this power of the teacher over the prevailing sentiment of a people. When, after the overthrow of the Athenian democracy, the thirty tyrants were struggling to reduce the people to slavery, the man they most feared was that old schoolmaster—Socrates. They seized him and threatened him for corrupting the youth of Athens, by instilling into their minds a national pride and a hatred to tyranny. We need just such schoolmasters now. The country had been watching for thirty years the gathering of the storm that is now devastating our land. They saw the aggressions of the slave-power step by step in the action of leading politicians who managed our national affairs, and while here and there a voice of alarm was raised the masses were too intent, in the pursuit of their own personal interest, to heed it or to wish it otherwise. Patriotism was asleep until the echo of that gun from Sumter aroused the land. It needed some such violent shock to startle us to the consciousness that we had a country, whose honor had been insulted and her existence threatened.

This, sir, is the step next to be taken in the progress of education. It is to be taken by the educators of the land. Not merely the teachers of our common schools, but by all who share in the education of the people—by parents, by school committees, by the Board of Education, by the pulpit, and by the men of influence in every field and department of business and employment.

And believe me, in conclusion, this process of education has already begun. Every day is having its influence in bringing up the public mind to a healthier tone of feeling. The whole nation has been taught, within the last week, by that noble lesson of eloquence and patriotism pronounced by a Massachusetts scholar on the glorious field of Gettysburg. Every soldier who comes home from this war, to show the scars and marks of skirmish or battle-field which he bears about with him, becomes the educator of the public heart by the simple story of what the brave, loyal men of the Union have done and suffered in the cause of liberty and law. And in many a church-yard, throughout New England, some monument will rise to tell how the young or middle aged man went out from his village home, at the call of his country, and fell in this great struggle for human right; and that monument will itself help to educate the very passer-by to a higher standard of national honor, and to impress with a deeper solemnity that almost divine thought, that has come down to us in the garb of classic learning, "*dulce et decorum est pro patria mori.*"

This, Mr. President, is the next great step to be taken in the progress of the education of a free people; and the country is waiting in this, the hour of her need, to see it taken by every one who cares for her future honor or success.

Such advice is good for this latitude. San Francisco can shake hands with Boston over it, for hav'nt we the same King that they used to have? We hope the *Massachusetts Teacher*, under its new Board of Resident Editors, will come to us often as full of good things as this first number.

Book Notices.—The following have been received.

Roundabout Papers. By W. M. Thackeray. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 292.

A republication from the *Cornhill Magazine* (London) of a half-serious, half-

cynic series of editorial effusions. If there were no other reason for our readers to procure the book than that it is the *last* one we can ever have from Thackeray, it would be sufficient; but the noble tribute paid to our own Irving and to Macaulay in the closing paper, entitled "Nil Nisi Bonum," is itself a gem richly set in choice English, and worthy of a place in every school reader of the land.

LITTELL'S LIVING AGE.—For many years we have been accustomed to the weekly visits of this periodical, and each number of the present volume seems to confirm our opinion of its great value. Without aiming at originality, it occupies a place more important to be filled than any other for the masses, since, by its selections from the European Reviews and newspapers, as well as from the leading periodicals of this country, the reader is made acquainted with the progress of science, literature, and art, all over the world. No. 1,027, the last received, contains selections from *McMillan's Magazine*, *The Reader*, *Blackwood's Magazine*, and shorter articles from a multitude of sources: among them the magnificent hymn of Whittier, written for the dedication of Mr. King's church in this city. The *Living Age* is published at Boston, at six dollars per year, and is invaluable for all professional teachers, though not dealing directly and exclusively with the work in the school-room. Our arrangements with the publishers are such that for five dollars in coin, remitted to this office, we will supply subscribers with the *Living Age* and the CALIFORNIA TEACHER for one year, prepaying postage ourselves.

HARPERS' MAGAZINE for January and February has been received, being Nos. 164 and 165. All tastes may find something for enjoyment. The lover of history will turn to the article on the "War of 1812," or to that on the "Siege of Louisburg," or to the record of "Four Days at Gettysburg." The novel reader will turn to "The Small House at Arlington," or to "John Heathburn's Title." The theologian will read with interest the article on "Renan and his Book," and everybody will turn to the "Editors' Drawer." So *Harpers' Magazine* still lives, and may it live forever. New York: Harper & Brother. $3 per annum.

VERY HARD CASH: A Novel. By Charles Reade. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 258.

In the front rank of English novelists Charles Reade has earned a p
His "Never too late to Mend" was enough to establish its author in t
graces of all readers, and now this "Very Hard Cash" receives a w
thousands of homes from those who recognized the manly purpo
through his books to make the world better. This story seems
chiefly against the facilities for wrong doing connected with the
insane asylums in England. It contains fine descriptions
enjoy themselves in the English universities, and also an ad
ing of a sea fight. One of the principles developed by th
ance of parental instruction, in creating a perfect conf
circle.

these poor advantages by circumstances that I will not undertake to detail here. And to have found not only the means, so abundant, placed before me, but agents so kind and at the same time so able in administering the benefits and advantages of that institution, sustained and supported at public expense, commanded then, as I repeat will always command, my highest admiration and regard. To that school, and to the beneficent people who established it, am I indebted in great part, to say the least, for all that I am, be it little or much, to-day. Hence, sir, when the question of public schools—of free schools—in which the children of all may be educated without price, without distinction of class, of wealth, or of politics or of religious opinions are involved, it is no wonder that I should feel a deep interest in that question. Next to the unity and the continued and happy prosperity of this glorious country that we live in and are all common citizens of—next to its continued and prosperous existence, I owe all allegiance, all love, all admiration, and all effort to the public schools of our country. While we denominate our schools public and common schools, let that not, as in the case now in the interior of our State, be a misnomer any longer. Let them be free, and furnish the means of education to the poor of the land. Your future members of the Legislature, Congressmen, Governors, and Presidents are to be found among these classes, for nature has baptized the child of poverty with the blessing of energy. All the history of our country and of every free country conclusively proves this proposition, for the great men of every free land have sprung from the common people. Education is particularly for them—it is due to them from our hands, and the hands of the great body of the people."

The name of John Conness headed the petition of ten thousand signatures for a half mill State tax for the support of public schools. How many "poor boys" will land on the shores of California, be taken into the schools, and grow up an honor to the State and Nation, and defenders of both against all enemies whether domestic or foreign?

HOW A PRESIDENT IS NOMINATED AND ELECTED.

It is of the very first importance that the children in our public schools should be well versed in the history of our country, and that they also be instructed in the fundamental principles of our form of government, and the manner of electing officers, both State and national. We do not intend to ask any questions about *who* will be made our next President, but shall simply put a few queries concerning the manner in which a President is elected.

Will not all teachers into whose hands this number of The Teacher may fall, make use of these questions in the school-room? We are just entering on the preliminary skirmishing of a great

Presidential campaign; let the boys know something about it. If any teachers should find themselves "stumped," let them go at once to some active politician, or address a letter to the legal third of the corps of Resident Editors.

QUESTIONS.

1. Do the people of the United States vote directly for a President?
2. What do you understand by Presidential Electors?
3. How is a President nominated?
4. What do you understand by a delegate to the National Convention?
5. How are such delegates chosen?
6. How are the delegates to a State Presidential Convention chosen?
7. What is a Primary Election?
8. To how many delegates to the Union National Nominating Convention is California entitled?
9. Where and when will that Convention be held?
10. When and where will the Democratic National Nominating Convention be held?
11. What is meant by the *Platform* of a Convention?
12. Who are talked of as candidates for the office of President of the United States?
13. What is the White House?
14. Who nominate Presidential Electors?
15. When are they nominated?
16. Who vote for Electors?
17. When are Electors appointed?
18. How many Electors meet to choose a President?
19. What is meant by "Electoral College?"
20. To how many Presidential Electors is California entitled?
21. What is meant by "Electors at Large?"
22. Are the Territories represented in the Electoral College?
23. When and where will the Electors meet to cast their ballots for a President?
24. When is their vote counted and declared?
25. Where and by whom?

26. Do all the States appoint their Presidential Electors in the same way?

27. What exception to the general rule?

28. By what vote must a President be elected?

29. If the Electors fail to choose a President how is one elected?

30. How can the House of Representatives choose a President?

31. In the event of an election by the House, how many votes would California have?

32. Within what time must the House elect?

33. Should the House fail to elect, who would become President?

34. What Presidents have been elected by vote of the House?

35. What is meant by the inauguration of the President?

36. When and where is the President inaugurated?

37. What is meant by the "President's Inaugural?"

38. Why was the fourth of March originally selected for the time of inauguration?

39. When and where was George Washington inaugurated President?

40. What is meant by Washington's Farewell Address? Have you ever read it?

REPORT OF THE COMMITTEE ON THE SAN FRANCISCO HIGH SCHOOL, MADE APRIL, 1864.

To the Honorable the Board of Education of the City and County of San Francisco.

GENTLEMEN: The Committee on the High School would respectfully report,—That for some months past they have carefully considered the wants of the community in regard to extending the facilities afforded by the present High School; and they have, after much deliberation, come to the conclusion that the time has at length arrived when, in view of the increased number of applicants, and the growing wants for the education of our youth, provision should be made by the establishment of another High School, to meet these wants, and provide the needed facilities.

A statement of some of the reasons which influence your Committee in coming to this conclusion will be embodied in this Report; and we would call the attention of the Board to some facts patent to the observer.

ACCOMMODATIONS NOW AFFORDED.

The present High School Building, as the desks are now arranged, has accommodations for one hundred pupils. By crowding the pupils as they have been heretofore one hundred and thirty can be accommodated; but this would be to the great detriment of the discipline of the school, and progress of the pupils.

The number of pupils at present attending the High School, since the graduating class left in December, is as follows:

	Girls.	Boys.
Second Class	7	3
Third Class	15	13
Fourth Class	26	17

Girls, 48; Boys, 33. Total, 81.

The number that may, and probably will, be entitled to promotion from the various Grammar Schools at the close of the present year is estimated by the Masters and Superintendent to be as follows:

Girls.....50. Boys..... 52

And if the Board should carry out the plans to be proposed by your Committee, there would no doubt be added to this from private and collegiate schools one-half as many more—say, Girls, 25; boys, 25: total of applicants in addition to those now attending of say, Girls, 75; boys, 77: which, with the present number, Girls, 48; boys, 33, would give as total, Girls, 123; boys, 110; or of both sexes, 233.

We think that we have underestimated the number of successful applicants that would come forward for admission, were it known that facilities were afforded. The well-known fact that but a moiety of those qualified for, could obtain admission, has deterred many who are now attendant upon other schools from making application. For several years past your Board has been compelled to defer the admission of some who were qualified to enter, and had passed successful examination in the studies pursued in the first Grammar Class. This should not be permitted longer, as it destroys or

lessens much of the ambition which would urge the Grammar scholar to strive for higher excellence in his studies—as there has rested upon the minds of many, not only of the pupils but of the parents, the conviction that excellence of attainments afforded no guarantee of promotion—but rather that chance, if not favoritism, even, led to this result. This will be remedied when accommodations are provided for those justly entitled to the advantages afforded by the higher course of studies pursued at the High School.

WHAT SHOULD BE DONE?

It being granted that increased accommodations are required, and are to be afforded, it thus becomes our duty to see what provisions can be made, and the nature.

There has been a growing conviction in the minds of many, that there should be a separation of sexes in the classes now pursuing the advanced studies. As to the justice of these convictions, it is not our intention, in this Report, either to affirm or deny; yet circumstances seem to point out the propriety of establishing two separate High Schools—one for young ladies—one for young gentlemen—with separate corps of professors, and different course of instruction.

The present High School Building is well designed for the young ladies, while the erection of the Bush-Street Grammar School House gives the opportunity of devoting the building now occupied as a Grammar School for the establishment of a Boys' High School.

The arrangement of the class-room can be made in that building, and can be perfected with little expense to the Department, while the location is the most central and convenient that it is in their power to give.

Should the time arrive when, from the accessions to the school, more ample accommodation should be needed, the entire lot (a portion of which is now leased) can be devoted to this purpose.

Your Committee would not lower the standard of scholarship required for admission; but they would recommend that none should be admitted of less than twelve years of age.

Your Committee would recommend that the course of studies should include not only the modern languages, but also a course of classical studies; that it should be optional with the pupil, or parent,

or guardian of the pupil, to designate which he should pursue—whether modern languages, or the classics; but that it should be required of each pupil to pursue one language (in which he should pass a satisfactory examination), other than English, to enable him to graduate with full honors, and receive a diploma.

The course of study, as recommended by your Committee, is marked out in the plan submitted herewith, and in its general features are such as not only meet with our approval, but with that of gentlemen who have had experience as instructors of youth, and have given much attention to the subject of popular education, particularly as pursued in the High School. This may be modified in some manner by the future action of the Board; and yet its general and more prominent features, we think, should be adhered to.

Some may question the propriety of introducing the study of the classics into the High School; yet a more mature reflection would no doubt lead such to adopt the views of your Committee.

That there is, and has been, a strong desire felt by a large portion of our community to have their children obtain a knowledge of the classics, we need no stronger proof than to note the large attendance upon the private schools where the opportunity of obtaining this instruction is afforded.

In the establishment of a High School for the Department, it was originally contemplated that the course of instruction should include provision for the classical studies; but there has not been a period since its organization when such a course of studies could have been introduced without injuring the general progress of the school. The time has now arrived when, if the two schools are established, it can be done, not only without injury, but to the great advantage of the pupils pursuing such a course.

By referring to the course of studies, as marked out, it will be seen that a more thorough and extended mathematical course is contemplated than has hitherto been pursued; while also more prominence is given to Natural Philosophy and Chemistry.

Your Committee have given this prominence to these studies in view of the rapidly-growing demand existing upon this coast for engineers, chemists, and mineral assayers.

The rapid devlopment of the mineral resources of the Pacific Coast calls for a class of men who are to give special attention to

these objects; and we wish to afford our youth an opportunity for laying the foundation of a course of study that will fit them to meet this demand.

The course marked out lays this foundation; and when a pupil graduates he will be well prepared to pursue studies fitting him for the profession of Law, Medicine, Engineering, Chemistry, or Assaying.

Nowhere in our country are the facilities so ample for a pupil to acquire a knowledge of ores, precious metals, etc., as here; and we would urge upon the friends of the Department to aid the members of the Board in the collection of a Cabinet of Minerals illustrative of our coast.

We would, therefore, present to your honorable body the following resolutions for adoption:

Resolved, That the time has now arrived when increased facilities should be provided for pupils entitled to admission in the High School.

Resolved, That to meet the demand for increased facilities the building known as the Denman School Building, situated on Bush Street, be and is hereby set apart for the purpose of establishing a Boys' High School.

Resolved, That the Committee on High School be and they are authorized to advertise that candidates applying for the position of professors of instruction in the High School will be examined on ———.

Resolved, That the Course of Instruction as recommended by the Committee on the High School be adopted as the authorized and established course.

Resolved, That the corps of teachers for the Boys' High School shall consist of Principal, Assistant, Special Assistant.

Resolved, That the Committee on School-Houses and Sites, in connection with the Committee of High School, be and they are hereby authorized to obtain plan and estimate for the necessary alteration to be made in the Denman School to adapt the same for a Boys' High School.

Resolved, That the building now occupied as a High School be set apart for a Girls' High School.

Resolved, That the Committee on High School be and they

hereby are authorized to advertise that the study of the classics will be introduced into the Boys' High School, and that applicants for admission to the Boys' High School will be examined at the ———.

ERWIN DAVIS,
JNO. F. POPE,
A. CAMPBELL.

The following is the Course of Study referred to in the Report, and forms an essential part thereof.—ED. CAL. TEACHER.

FIRST YEAR.

First Term: French, or Spanish, or Latin; Algebra; General History. Second Term: French, or Spanish, or Latin; Algebra; General History; Book-Keeping. Third Term: French, or Spanish, or Latin; Arithmetic; Physical Geography; Book-Keeping.

SECOND YEAR.

First Term: French, or Spanish, or Latin; Algebra; Physical Geography. Second Term: French, or Spanish, or Latin; Geometry; Physical Geography; Rhetoric. Third Term: French, or Spanish, or Latin; Geometry; Natural Philosophy; Rhetoric.

THIRD YEAR.

First Term: French, or Spanish, or Latin and Greek; Geometry; Natural Philosophy; Constitution of the United States and Science of Government. Second Term: French, or Spanish, or Latin and Greek; Trigonometry; Natural Philosophy. Third Term: French, or Spanish, or Latin and Greek; Trigonometry; Chemistry; Political Economy.

FOURTH YEAR.

First Term: Latin and Greek; Mensuration and Surveying; Chemistry and Metallurgical Assaying. Second Term: Latin and Greek; Analytical Geometry; Mineralogy and Geology, and Assaying. Third Term: Latin and Greek; Analytical Geometry; Mineralogy, and Geology, and Assaying.

It is designed that while these should be the prominent studies that attention should be given through the entire course to Reading, Elocution, and Composition, the last half of the course by lectures upon Astronomy and Chemistry, accompanied with practical application of its principles as exercised in assaying of our minerals, etc.

Department of Public Instruction.

AN ACT CONCERNING TEACHERS OF COMMON SCHOOLS IN THIS STATE.—Approved April 27th, 1863; Amended March 18th, 1864—

SEC. 1. No certificate of qualification shall be granted by the State Board of Examination, or by any County Board of Examination, to any teacher, or person proposing to become such, unless such teacher or person shall have first taken and subscribed the following oath or affirmation: "I do solemnly swear [or affirm, as the case may be] that I will faithfully support, protect, and defend the Constitution and Government of the United States against all enemies, domestic or foreign; that I will bear true faith, allegiance, and loyalty to the said Constitution and Government, and that I will, to the extent of my ability, teach those under my charge to love, reverence, and uphold the same, any law or ordinance of any State, Convention, or Legislature, or any rule or obligation of any society or association, or any decree or order from any source whatsoever to the contrary notwithstanding; and further, that I do this with a full determination, pledge, and purpose, without any mental reservation or evasion whatsoever; and I do further swear [or affirm, as the case may be] that I will support the Constitution of the State of California."

SEC. 2. [As amended by Act of March 18th, 1864, taking effect June 18th, 1864.] The oath, or affirmation, prescribed in the first section of this act may be administered by the Superintendent of Public Instruction, or by the County Superintendent of Public Schools, or by any officer authorized to administer oaths, and the certificate thereof shall be filed in the office of the County Superintendent of Public Schools in the county where the teacher taking the oath proposes to teach school; and no warrant for the compensation of any teacher shall be drawn on or paid from the School Fund unless the certificate of the oath or affirmation of such teacher has been filed with the County Superintendent of Public Schools.

SEC. 3. [As amended by same act.] Any County Superintendent who shall draw any warrant on the County Treasurer for the payment of any teacher before the oath required in this act shall have been taken and filed as hereinbefore provided, shall be guilty of a misdemeanor, and on conviction shall be fined in a sum not less than one hundred dollars, nor more than five hundred dollars, or by imprisonment in the county jail for a period of not less than sixty days.

CIRCULAR TO COUNTY SUPERINTENDENTS.—

State of California, Department of Public Instruction,
San Francisco, May 1st, 1864.

To County Superintendents of Public Instruction:

Section four of "An Act supplementary and amendatory of the Act of April 6th, 1863, entitled An Act to provide for the Maintenance and Supervision of Common Schools," approved March 22d, 1864, authorizes and requires each County Superintendent of Public Schools to "annually subscribe for a sufficient number of copies of a journal of education, published in California and devoted exclusively to educational purposes, to be designated by the State Superintendent of Public Instruction, to furnish each Board of Trustees in his county with at least one monthly copy of the same."

In accordance with the authority vested in me by this provision of the law, I hereby designate "THE CALIFORNIA TEACHER, a Journal of School and Home Education, and Organ of the Department of Public Instruction," published by the teachers of California, and edited by a Board of Editors resident in the City of San Francisco, as the journal for which such subscriptions shall be made. The editors of THE CALIFORNIA TEACHER will receive subscriptions, commencing on the first day of July, 1864, with the first number of the second volume. Accordingly, you will make out and transmit to me a full list of the Clerks of the Boards of School Trustees in your county, giving the post-office address of each. This list will be placed in the hands of the editors of the TEACHER, and the journal will be mailed directly to the subscribers.

The subscription price of the CALIFORNIA TEACHER is one dollar a year, *payable in advance.* You will estimate the amount of the subscriptions for your county and draw your warrant on the County Treasurer for that amount, payable out of the County School Fund, which warrant, before presentation and payment, must be indorsed by the County Auditor. If there is a sufficient amount of the County School Fund of the present school year in the treasury, not apportioned among the school districts, the money should be drawn and forwarded prior to the first of July. If the School Fund is exhausted, you can draw your warrant, after the first of September, on the county school money for the next school year before any apportionment is made, the Resident Editors of the TEACHER having consented to waive the rule, inexorable in all other cases, of payment in advance.

You will forward all money for subscriptions to the address of the State Superintendent of Public Instruction, who will return a receipt for the same and will see that the journal is regularly forwarded to trustees. It is highly important that you should charge the Clerk of the Boards of Trustees to keep a perfect file of the TEACHER in his office, according to the requisition of the law. These files will be very valuable for reference to future Boards of Trustees. After the first of July, all circulars and instructions issued by the State Superintendent, will be given through the pages of the CALIFORNIA TEACHER. County Superintendents will be under the necessity of subscribing for a copy at their own expense.

It is very desirable that every public school teacher in the State, worthy of the name, should be a reader of the school journal, and it is your duty to urge upon the teachers of your county *their* duty to aid in maintaining such a publication. A little well directed effort on your part will secure such subscriptions. It is to be hoped, also, that you will aid the TEACHER by contributing articles embracing valuable suggestions to teachers and school officers. If teachers and school officers work together earnestly and faithfully THE CALIFORNIA TEACHER may be made an educational power in the State, and will rank second to no State school journal in the United States.

JOHN SWETT,
Superintendent of Public Instruction.

ADOPTION OF THE STATE SERIES OF TEXT-BOOKS.—The law requiring the adoption of a uniform series of school books went into effect on the first of September, 1863; but when the State Board adopted a series, it was considered advisable to recommend a gradual change from the old books, that advantage might be taken of the promotion of classes when new books were purchased. Nearly a year has now elapsed, and while many schools have made the change in conformity with the law, in others no effort has been made to comply with it. In fact, not a few individual teachers set up their own individual opinion against the vote of the assembled teachers of the State and the decision of the State Board, and insist on retaining the text-books which they prefer. Trustees, in some instances, we understand, consider the law only advisory, and refuse to comply with it. The trustees of some twenty districts have written to the Superintendent of Public Instruction, stating that they have partially adopted the State series, and asking to be *temporarily* excused from adopting the remainder. Such requests have been granted. It is the opinion of the State Superintendent that one year is amply sufficient to effect a change into the State series, where there is any disposition to do so. County Superintendents are particularly requested to call the attention of teachers and trustees to the necessity of conforming to the plain meaning of Sec. 50. At the close of the present school year the State Superintendent will require the trustees to make a special and separate text-book report, directly to his office; and if he finds that the trustees have failed to comply with the law, he will do his duty, and enforce the penalty—loss of the State apportionment—however severely it may fall on the districts. The law requiring uniformity of books is a just, wise, and economical measure, and no prejudices of trustees or preferences of teachers will be allowed to interfere with its action. A word to the wise ought to be sufficient. The State series ought to be adopted and used at least three months before the close of the year. County Superintendents will please do their duty, and see to it that none of their districts lose their public money, through the negligence or indifference of trustees and teachers.

BLANKS AND FORMS.—The annual supply of blank reports and forms for school officers will be forwarded to County Superintendents as soon as they can be obtained from the hands of the State Printer—probably about the first of May.

SCHOOL LAW.—The last year's edition of four thousand copies of the School Law is entirely exhausted. A new edition, embracing all amendments, will soon be published by the Department and sent out with the annual supply of blanks. The amendatory and Supplementary School Law, given in full in the last number of the TEACHER, was approved by the Governor March 22d, 1864.

HISTORY AND PHYSIOLOGY.—The School Law, in one of its new provisions, requires that History of the United States and Physiology shall be pursued as studies in the public schools of the State above the grade of primary—the law applying to schools in incorporated towns and cities, as well as to others. Quackenbos' History of the United States is the text-book *recommended* by the State Board. The new law authorizes the State Board to *adopt* a text-book on Physiology and Hygiene, which book must be used in all the schools of the State. Dr. Worthington Hooker's smaller work has been adopted by the State Board for unclassified schools, and the larger book for higher schools. The wisdom of this provision of the new law is so self-evident that it does not need any defense here. County Superintendents will enforce the law at once; and teachers who know nothing of these two branches, will do well to "study up," and fit themselves to teach them. Of course, these two studies will now hold a prominent place in all the examinations of teachers by the County Boards of Examination.

EXAMINATION OF TEACHERS.—The State Board of Examination will hold its annual session in San Francisco, at the City High School Building, commencing on Monday, May 2d, and continuing three days. Applicants will be examined for the following State Certificates: "State Educational Diploma," valid for six years; First Grade State Certificates, valid for four years; Second Grade State Certificates, valid for two years; Third Grade State Certificates, valid for two years. This State Board is composed of the following members: State Superintendent of Public Instruction, *ex officio*, Chairman; George Tait, Superintendent Public Schools, San Francisco; George W. Minns, San Francisco High School; Ahira Holmes, State Normal School; H. P. Carlton, State Normal School; S. I. C. Swezey, Editor CALIFORNIA TEACHER; Bernhard Marks, Principal Spring Valley Grammar School; Theodore Bradley, Principal Denman Grammar School; T. C. Leonard, Principal Mission Grammar School. The examination will be conducted in writing in the following branches: Algebra, Arithmetic, Grammar, Geography, Physiology and Hygiene, History of the United States, Orthography, Definitions, Natural Philosophy, Constitution and Government of the United States, Penmanship, Object-Teaching, General Questions on School Management. Sessions will be held both day and evening until the examination is completed.

STATE NORMAL SCHOOL.—The annual examination of this school will be held on the 18th, 19th, and 20th of May. The exercises of the graduating class will be held on the 25th inst. The next term will open on the first Monday in July. It is expected that some twenty young ladies will graduate.

Resident Editors' Department.

QUESTIONS FOR WRITTEN EXAMINATIONS.—Examination of Teachers, San Francisco, December, 1863—*Grammar.*

1. Define language. What is natural language? Artificial language? What is a syllable? Give examples of w and y used as vowels.

2. When is the final consonant of a word doubled? Give an example of a primitive word; a derivative; of a compound word. Write the plural of cargo, quarto, chimney, two, dozen, crisis, seraph.

3. What is the difference between cardinal and ordinal adjectives? Write an example of an adjective pronoun; of a pronominal adjective; of a proper adjective. Compare ill, superior, and good-natured.

4. Name the four essential properties of verbs. When is a verb called finite? Parse the verbs in the following: The ship might not have been lost, if the night had not been so dark.

5. What is the signification of the potential mode? Example of this mode expressing conviction; of the imperative mode expressing entreaty. What does the infinitive mode denote?

6. Write sentences to illustrate the following: the infinitive limiting an adjective; limiting a verb; the infinitive used as subject of a sentence.

7. Construct examples of the following: nominative case independent; objective case by apposition; a predicate of a sentence modified by an adverb, an adjunct, and a clause.

8. Example of the objective case governed by a participle. Construct an exclamatory sentence; a relative clause. How may phrases be classified? Example of a participial phrase.

9. Analyze the following sentence: Solon compared the people to the sea, and orators and counselors to the winds; for, said he, the sea would be calm and quiet if the winds did not trouble it.

10. Correct the errors in the following: Them, who earned by the sweat of his brow his bread, all men respect! but him, who is to proud to work is esteemed by none. He will commence with his studies day after to-morrow. Have you read any of the works of Hannah Moore: her who was so popular at the commencement of this century. I hadnt no idea when I see John to home of it being he. No one can tell what trials might await them to-morrow.

Nothing is more preferable than a good character is. Are not twelve months in Europe enough to tire a body no, I differ with you.

Geography—1. Name the states, territories, rivers, and mountain ranges you would cross, and the principal places you would pass through, in going by the overland mail route from San Francisco to New York.

2. Bound Nevada Territory, and locate two of its largest cities.

3. Draw an outline map of the Pacific coast of the United States, and locate the Columbia River, the bay of San Francisco, and the towns of Monterey and San Diego.

4. Give the latitude and longitude of San Francisco; of Paris; New York.

5. Locate Bristol, Hamburg, Chattanooga, Callao, Havre, Crescent City.

6. Name eight of the largest cities in the Southern States.

7. What countries are crossed by the Tropic of Cancer? What is the width of the Torrid zone? of the Temperate? What three Grand Divisions are wholly north of the equator?

8. Describe the equatorial currents of the Pacific. What winds favor the passage of a vessel from New York to San Francisco? What contrast is there between the climate of the Atlantic and the Pacific coasts? Why?

9. Name the mountain ranges which constitute the central European chain. Describe the great northern plain of Europe. Name the highest plateau in the United States. In Asia.

10. What is meant by the terms Spring-tides and Neap-tides? What breadstuffs are exported respectively from the United States, India, and Russia? What is the native country of the horse? the zebra? the camel? ant-eater?

History—1. Name some of the Indian tribes occupying the Atlantic slope of the continent at the time of its settlement by the English.

2. What discoveries were made by the following persons: Ponce de Leon, Cartier, Balboa, Gosnold, Magellan, Cortez?

3. Previous to the Revolution, what was the most important war in which the colonists were involved? Give its cause, leading events, and results.

4. By whom were the first settlements made in New York, Delaware, Florida, Georgia, and Canada?

5. What battles of the Revolution were fought in New York, New Jersey, and Virginia?

6. When and to whom did Burgoyne surrender?

7. Name the principal naval battles of the war of 181[illegible]

8. Give some account of the following persons: Ge[illegible]owe, Alexander Hamilton, Osceola, General Jackson.

9. Name four of the most important battles of th[illegible]t Rebellion, and five of the most noted Generals in the two armies re[illegible]y. What portio[illegible] of Virginia is occupied by the Federal army?

10. Give briefly some account of the discovery [illegible]unt of Cal[illegible]

Algebra—1. Define Algebra; exponent[illegible]efficient[illegible] terms; radical sign.

and rain will follow—from the northward, if the thermometer is low for the season; from the southward, if high. For observing barometric changes, the barometer should be placed at the eye-level, out of the reach of sunshine and of artificial heat, as of fires, and out of the way of gusts of wind. It should be set regularly twice a day by a competent person. A card should be accessible close by, and on it should be registered the indication at each setting.—*Chambers' Journal in Littell's Living Age.*

Book Notices.—We have received the following works:

Broken Columns. New York; Sheldon & Co. San Francisco: H. H. Bancroft & Co. pp. 558.

We have read this novel with unusual pleasure. The unknown author has exhibited a wealth of thought altogether beyond that displayed by most novelists. It is a fresh book. The style is admirable; the plot new and well worked; and we think no reader will fail to receive impressions by its perusal tending to make him broader-souled towards others and purer-souled for himself.

Autobiography, Correspondence, Etc., of Lyman Beecher, D.D. Edited by Charles Beecher. Vol. I. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co. pp. 563.

This is a peculiar book. A man of untiring energy and uncommon force of character became old, and in his children's home was accustomed to talk over what he had seen and felt in his busy life. They would take down from his lips his story, question him on various points, noting both question and answer, introduce paragraphs from his discourses or letters, and then put aside the sheets until the old man passed away. Any life so written is a rarity in the world of literature; such a life, so written, becomes a work for examination; and as a curiosity should become generally known. Dr. Beecher was a great educator, but his teachings, so far as this volume goes, were not in the school or lecture room. As to the general tone of sentiment in this first volume, we need only say, that they who admire the views of Theodore Parker will find little attraction here. Neither Parker nor Beecher was accustomed to keep back what he considered truth. It is almost startling to see the distance and the difference between what seemed to them truths which should be sacred to every human soul. We shall look for the succeeding volume of the Autobiography with great interest. We have space only for the following extract from a letter to Dr. Beecher's son at college:

"*Dear Son:* I perceive you feel, not home-sick—oh no, but dreadfully desirous of hearing about home, even down to the cow and pigs, and the 'apple by the gate.' But this is all very well, and shows that you love home, and feel, when absent, an increase of sensibility and interest in persons you love, and in every domestic circumstance and association. If you get puzzled with your lesson, and 'feel queer,' you must avoid two things: first, not to pass over the difficulty. Make thorough work, and dig up science by the roots. Second, not to puzzle too long before you ask assistance, if you need it, as to confound your mind. There is nothing which can not be learned in the whole course of your study; and if you can not find the end of the rope, the tutor's lips must keep knowledge, and you must not be afraid or ashamed to go to his room and ask his assistance. It is much better than to flounder in the mire, or leave behind you a post in the land of Nod (a dark unexplored place nobody knows where) untaken.

"As to your mode of pursuing your studies: if you have spare time, I think it best to explore the same subject you are studying, taking a wider range. Let your knowledge be accurate, and your ideas definite; so that you will know what you do know, and be able, at a moment's warning, to put in requisition your resources. Accustom yourself, also, to a careful method; think methodically on all subjects; lay every idea in its place, on the right shelf, and tie it up, and label it with others in the right bundle, so that you can go to it in the dark and lay your hand on it. Every subject, like a tree, has a root. If you find the root and follow it up, you will find, by an easy and natural process, all the branches, and will be able to pursue a subject in all its ramifications; whereas, if you lay hold and pull by the branches first, it will be like pitching into the top of a tree, and cutting your way through brush and thorns to the root. * * *

"Let me repeat a caution before given: never be concerned in any disorderly frolic, or witty, waggish trick. Never be afraid to say no to any solicitation to do a wicked or improper thing. Never be governed by the sneer of fools instead of your Bible and your conscience.

"One thing more I must say: there are often in the freshman class, as well as other classes, many sage opinions broached as to the utility of this or that study. One thinks languages useless, and becomes a poor lazy dog in the languages. Another despises algebra, and can see no use in mathematics. Now let no such vain imaginations enter your head. The system of study is relatively good. It has for its object mental vigor as well as practical utility, and all parts are necessary and wise in the prescribed course; and the sciences also, bound up, as Cicero says, by such common bonds that the possession of one aids in the attainment of the others, and he is most perfect in each who is versed in all. May God preserve your health, and sanctify your heart, and fulfill all our hopes, and answer all our prayers in your usefulness and happiness."

LETTERS TO THE JONESES. By Timothy Titcomb. New York: Charles Scribner. San Francisco: H. H. Bancroft & Co. pp. 347.

Here we have another of those common sense books by which Dr. Holland has made the name of Timothy Titcomb dear to thousands of people. These letters are written to various members of the Jones family, who seem to have been very numerous in the district where he taught schools. He addresses the Deacon, the Spiritualist, the Lawyer, the Clergyman, the Politician, and a host of other characters, not omitting the Schoolmaster. We should like to quote the entire letter to Thomas Arnold Jones, who represents our profession; but Timothy Titcomb has business qualities and shrewdly had his publisher *copyright* this new book. Let our readers, therefore, buy the plain-spoken volume and read for themselves.

FIVE YEARS OF PRAYER, WITH THE ANSWERS. By S. I. Prime. New York: Harper & Brothers. San Francisco: H. H. Bancroft & Co.

This book is chiefly compiled from the records of the Fulton Street Prayer Meeting in New York. It contains many marvelous statements, all of which are vouched for by the editor. It is a work to be welcomed by all who believe in prayer as an element of power in the ordering of our human lives.

GILEAD; OR THE VISION OF ALL SOULS' HOSPITAL. An Allegory. By J. Hyatt Smith. New York: Charles Scribner. San Francisco: A. Roman & Co. pp. 360.

A religious work after the fashion of Pilgrim's Progress, but a great ways after. Here and there, however, are scattered pleasant pictures and noble thoughts; and to certain classes of mind the book will prove interesting and profitable.

LIFE AND CORRESPONDENCE OF THEODORE PARKER. By John Weiss. In two volumes. New York: D. Appleton & Co. San Francisco: H. H. Bancroft & Co. pp. 478, 530.

Every human life has two histories. Not often would the two be so dissimilar, if always written for the world, as would be Theodore Parker's as told by a friend or by an enemy. His career was full of earnest, untiring work; his loves were great and so were his hatreds. He was a man of great talent and of wonderful confidence in his theory of religion and humanity. His story in these well printed volumes is told by a *friend*, and for the most part is fittingly told. We have been instructed by his letters, and even where his words come pouring out against what we believe to be the truth, there is a heartiness in them that is rather pleasant. We extract a passage or two most likely to be interesting or useful to the readers of our journal.

Method of Study. Exhaust a subject when curiosity is awake. Sometimes this is impossible. Note the subject in a book, and examine as soon as possible in this manner:

1. By finding out what I really know on the subject.
2. Obtaining clear and distinct notions in some way.
3. By stating in words the result of my study, and repeating till it has made a deep impression. Sometimes write them.
4. If historical, settle time; writers who relate it; their character.
5. The cause.
6. The effect. (Vol. I, p. 23.)

And this passage on his first interview with Mr. King should be recorded in THE TEACHER:

April 13, 1843.—Went afterwards to Medford. Saw Schoolmaster Thos. Starr King—capital fellow, only 19. Taught school three years—supports his mother. He went into Walker's three courses of lectures, and takes good notes. Reads French, Spanish, Latin, Italian, a little Greek, and begins German. [He is a good listener.] (Vol. I, p. 186.)

ANNALS OF INDUSTRY AND GENIUS. By C. L. Brightwell. London: T. Nelson & Sons. San Francisco: A. Roman & Co. pp. 298.

We heartily commend this handsomely printed book for all school libraries. It contains biographical sketches of many who have succeeded in doing a good life work, and is well illustrated. Among the names herein embalmed, are those of Sir William Jones, Cervantes, Tycho Brahe, Murray, Franklin, Heyne, Gifford, and Ferguson. It is a book that boys will like, and that every family would do well to have.

THE FRENCH AND ENGLISH FIRST BOOK. By David G. Haskins. New York: Barnes & Burr. pp. 168.

This book is designed to give to young scholars a knowledge of the first principles of the French language, and at the same time to teach them the rudiments of English grammar. It is purely introductory, being intended for students who have no knowledge of the French, and very little, if any, of the principles of any language. For such it is well adapted. It is clear and simple in style, its rules and exercises are well arranged, and fitted to the comprehension of young beginners, and are calculated to impart to such by a plain and easy method a rudimental knowledge of both languages. C.

CAXTONIANA; a series of Essays on Life, Literature, and Manners. By Sir E. Bulwer Lytton, Bart. New York: Harper & Brothers. San Francisco: A. Roman & Co. pp. 442.

Here is a work to make the evening hours of the teacher happy. The thoughtful pages carry away the reader from business annoyances, or school-room vexations, into another land. Written by an accomplished scholar, after long experience with the pen in almost all fields of literature, it is a book to be read, and reread, and then to be remembered with gratitude for the calm and joy it has given.

ORA, THE LOST WIFE. Cincinnati: P. C. Browne. San Francisco: A. Roman & Co. pp. 384.

A novel that probably caused pleasure to the writer as it was composed, and probably will not do serious injury to any one who reads it. If there were school libraries in every district of the State, as there ought to be, we should commend those more without this book than with it.

THE ART OF CONVERSATION; with Directions for Self-Education. New York: Carlton. San Francisco: H. H. Bancroft & Co. pp. 234.

A good little book, whose suggestions would be of service in almost every social circle of the land.

THE AMERICAN LITERARY GAZETTE, and PUBLISHERS' CIRCULAR, is issued at Philadelphia, semi-monthly, by Geo. W. Childs, at two dollars a year. While its chief concern is with publishers, its notes upon new books are of general interest to all literary men. A. Roman & Co. are the San Francisco Agents.

POTTER & HAMMOND'S COPY BOOKS, in a series of twelve numbers, have been sent us by the enterprising publishers, Schermerhorn, Bancroft & Co., New York. The system has recently been thoroughly revised, and may justly claim a place among the best of the aids in teaching penmanship to the boys and girls of our public schools.

HAND-BOOKS FOR HOME IMPROVEMENT—How to Write, How to Talk, How to do Business. Fowler & Wells. From H. H. Bancroft & Co., San Francisco.

This book ought to be on every teacher's desk, for reference both by pupils and teacher. The grammatical suggestions are plain and practical, and we think a great many scholars in school might study with great benefit the chapters on "How to Behave."

THE MERCY SEAT; or, THOUGHTS ON PRAYER. By Augustus C. Thompson, D.D. Boston: Gould & Lincoln; San Francisco: H. H. Bancroft & Co. pp. 345.

This work seems to be almost exhaustive of the subject on which it treats. If there is any power in prayer, as very many assert, there are peculiar reasons why teachers should familiarize themselves with that power. Their task is difficult, important, continual. They need wisdom from every source, human and divine. Dr. Thompson treats the subject from the "Orthodox" stand-point, and considers "Prayer a Want," "Prayer a Privilege," "The Primary condition of Prayer," "Its method," "Its Qualities," "Auxiliaries to Prayer," "Subject of Prayer," etc., etc.

THE

CALIFORNIA TEACHER.

JUNE, 1864.

Vol. I.] SAN FRANCISCO. [No. 12.

WASTE IN THE SCHOOL-ROOM.*

BY BERNARD MARKS.

I SHALL meet with no opposition when I say that a good artisan will use his materials economically. To avoid waste is one of the first lessons the young apprentice learns. The workman who carves gold or cuts diamonds, is more careful of waste than he who carves wood or shapes tin, in proportion to the superior value of his materials. We, then, whose happy lot it is to deal with materials infinitely more precious than any metal or any stone, should exercise more care and more economy than any smith or lapidary.

As teachers, some of the principal materials upon which we work are time, memory, the perceptive and reasoning faculties, and moral influence. Time is lost by doing that in school hours which should be attended to before or after. Filling up blank reports, transcribing registers and all collateral work should receive due attention *out* of school hours; for certainly, no real working teacher will claim that the period of his daily labor is limited to the interval comprised between the first and last bells of school. Time is wasted by a want of system. In grammar, arithmetic, history, and every branch taught in school, there should be a definite beginning and a predetermined order of progress. Nothing should be left to the

*A lecture delivered before the State Teachers' Institute at San Francisco.

hasty decision of the moment when the time for a recitation has arrived. Better an indifferent teacher *with* a system than an otherwise able one *without*. Better a *defective* system than *none at all.*

In nine cases out of ten, the principal difference between the teacher who has attained eminence in his profession and him who has failed, is that the former has been operating upon a definite system, while the latter has wasted his efforts in promiscuous driblets. The time lost in this manner is not to be definitely noted in so many minutes or hours a day. It is lost so insidiously that it is not perceived by him who loses it.

When, at the commencement of a term, I take up a new study with a recently promoted class, the first step I take is to inform the members of it what I intend to accomplish by the end of the term, and the progressive steps included in the plan. The direct results which I attribute to this care on my part impels me to recommend it to my fellow teachers. The difference between the pupil who understands distinctly what is required of him, and him who gropes in the dark, is precisely the same as that between the free contractor who knows what he has agreed to do, and the poor slave who is conscious that the duration of his toil depends upon a capricious will that he cannot reckon on. The former *sees* the end and strives to attain it; the latter lacks the incentive, and this want deadens every faculty within him.

There is another way in which time is wasted. Hardly a day passes in any school-room without placing at the teacher's disposal short intervals of unoccupied time between recitations, or before or after them. These intervals of from three to ten minutes are generally considered too short to be worth putting to any use; or it is considered impracticable to commence, conduct, and finish any exercise however brief in so short a time. But I consider these golden sands of much value. They are made so by circumstances peculiar to them. Children, of course, are familiar with their daily routine. They know that if their attention is called to anything new at such a time, that they will not be required to attend long, and they will pay a degree of attention which it would be difficult to draw from them at any other time.

A child ten or twelve years old, of mediocre ability, cannot concentrate its whole mind on a reasoning process for more than five

or ten minutes at one time. Attention for a much longer period may be excited or enforced; but any such compulsory tension of the mind will be obtained at the expense of a proportionate relaxation at the very next exercise.

I entertain the opinion that reviews are by far the most important part of the business of the school-room. There is a vast difference between merely knowing a thing and being familiar with it. The necessity of reviews is universally acknowledged and generally attended to. Now, instead of setting apart for this purpose hours at distant intervals, I avail myself of these chips of time; and I have reason to believe that my efforts at such times are more prolific of solid results than any one who has not tried it would be likely to imagine. But at such times it will not do to hesitate. I have my points or topics of review in each branch ready and conveniently noted in a blank book. The last point reviewed is marked so that I know exactly where to commence. For instance, if the last point reviewed in grammar was the difference between regular and irregular verbs, my next point would probably be the division of verbs in regard to their use, or the difference between transitive and intransitive verbs. If in arithmetic the last point attended to had been the principles concerned in the multiplication of fractions, the next would probably be those concerned in division.

Economy of time is not attained by crowding recitation upon exercise and exercise upon recitation—for time may be frequently lost to advantage—but it is compassed by the right use of the various intervals of time as we hapen to have them at our disposal.

The memory is one of the most important faculties the teacher has to work upon. To observe, to remember, and to compare, are the fundamental processes concerned in reasoning. We observe almost unconsciously, but it generally requires an effort to remember. Observation is easily stimulated, but the memory is not quite so easily trained. The cultivation of a faculty so indispensable should not be trusted to random teaching. Here, if anywhere, the work should be thoroughly systematized.

When history was young and science but just born, it was not unprofitable to exercise the memory on literature which owed its principal, if not its only value, to its poetic merit. Even down to a comparatively recent period, many teachers endeavored to

invigorate the memory of their pupils by assigning them long strings of verse to commit to memory—a process very much like taking a nap before going to sleep. But at this day, when the field of science offers gems in such profusion that the memory may be fully stored with them alone, it would be folly to load with pebbles.

In selecting nutriment for the memory, we should exercise at least as great discrimination in regard to quality and quantity as in feeding the body. I said *as great*—there is a reason that would justify me in saying *greater*. The aliment of the memory, besides subserving the same purpose for the mind that the food of the body does for the flesh, is retained by it and accumulates constantly. I might be allowed to go a step further, and say that, even in the mere matter of development, the mind should receive greater attention than the body, inasmuch as the latter is a thing of to-day, the former of eternity. If economy is commendable or waste reprehensible in regard to any faculty, it certainly is in regard to this. In youth the power of the memory is especially great, but the bounty of our Maker is certainly no reason that this power should be wasted.

One of the most fruitful causes of useless memorizing is the fact that writers and compilers for the school-room do not sufficiently distinguish between a school text-book and a treatise. Properly, a treatise should contain everything pertaining to the branch of science of which it treats, and its material should be arranged either according to some natural order, or so as to facilitate reference; while a school text-book should be so constructed that it may serve merely as an instrument in the hands of the teacher.

If teachers generally would select their own material and arrange their own systems, such a distinction would be merely a convenience, and not a necessity. But, as a great many teachers adhere faithfully to the plans of their text-books, it is important that books written for the school-room should contain *principles* rather than *practice*, and not be filled with that which properly belongs to a book of reference. It is neither possible nor desirable to enter fully into details at present. Time will allow me to illustrate only by a few examples.

In the treatment of fractions alone, Thompson's Higher Arithmetic contains no less than thirty-three specific rules, and these in

pure arithmetic only, and exclusive of those necessary adjuncts—greatest common divisor and least common multiple. In Perkins' Higher Arithmetic, the same ground is gone over with the aid of only ten. Now as no essential principle is omitted in the latter work, I think I am safe in saying that it is *not* necessary to commit to memory thirty-three specific rules to master that branch of the science alone. But Perkins wastes more in progression than he saves in fractions; for he gives the whole of the twenty rules which are applicable to arithmetical progression and twelve of the twenty which pertain to geometrical progression; and no doubt would have given the other eight to be memorized if they were such as to yield to the common processes of arithmetic. Now when we consider that the substance of the whole twenty rules in either progression is contained in two short simple algebraic formulas which it is almost impossible to forget, it does seem as if so great an amount of unnecessary memorizing were an absolute waste.

It is no part of my business at present to offer my own opinion concerning the most proper method of teaching arithmetic, but I do say that those teachers who make use of such books as require the memorizing of rules, and who adhere faithfully to the plan of their books, should not impose *twenty* rules upon the memory of a pupil when *two* will answer the very same purpose. It is sometimes offered by way of palliation that some knowledge of algebra is necessary to deduce the rules from the formulas, but this only gives the objection a more *general* character.

Robinson's Practical Arithmetic has eleven rules devoted to the subject of fractions; and these are so effectually stripped of all superfluous verbiage that they are more like the enunciation of so many *living principles* than the mere laying down of *inanimate rules;* and, as a consequence, they glitter on the pages of the book like diamonds. To reduce to lowest terms, Robinson has two rules embodied in *nineteen* words; Thompson gives the same rules in *seventy-six* words, exactly four times as many. The two rules of the former contain *two* propositions, while no less than *eight* are expressed in those of the latter. Robinson refers compound fractions to multiplication of fractions and complex fractions to division of fractions, and thereby saves four rules besides *generalizing* his subject, which is still *more* desirable.

The great mistake seems to be the attempt on the part of too many authors to make their books subserve two purposes not compatible with each other, viz.: to serve as a text-book, by means of which principles may be inculcated into the mind of the pupil, and, at the same time, to meet the wants of the untaught man who refers to it as occasion may require. The latter wants a *treatise;* he wants the *rule*, not the *reason;* he wants the mere deduction of science, the rule of art; he wants the *solution* of the *problem*, not the *demonstration* of the *theorem*. But the pupil needs principles, demonstrations, discipline; he should not be troubled with the *dead deductions* which are fitted to serve the temporary purposes of the unskilled; his mind should be the fountain from which such deductions may be thrown off at pleasure.

But great as is the waste of memory in arithmetic, it is relatively greater in geography. To what advantage do we commit to memory long lists of towns, rivers, etc.? No one is so unreasonable as to suppose that all this will be retained through life; the general supposition is that enough of it will be retained to afford the learner *some* knowledge of geography; and the ratio of what is to be remembered to what is to be committed to memory will be variously estimated by various teachers, but *all* will acknowledge that it is very small.

The principal benefit derived from such lessons is the incidental study of the map; in fact, the *object* part of the lesson: the shape, relative size, and position of the country; the direction, distance, and situation of a city; the source, course, length, and mouth of a river are all imprinted on the mind by the aid of the eye. And I am confident that if results could be accurately ascertained, it would be found that any individual, ten years after leaving school, owes at least nine-tenths of what he knows of geography to the *image* of the *map* which his mind retains.

It is no part of my present business to advocate map drawing and oral teaching; I only desire to call attention to the great waste of the memory occasioned by the prevalent mode of teaching geography—a mode which the compilers of most books on this science insist upon shall be rigidly adhered to, but which I should dissent from even if geography were the *only* branch taught at school. The memory is subject to great waste in the study of history. The

most rational way of teaching this branch of science is undoubtedly by means of topical lectures, but as few teachers possess the happy and valuable faculty of teaching in this manner, the great majority are compelled to resort to text-books. Of these there are two kinds: one, such as Lossing's, which is intended to answer the double purpose of a readable history and a school text-book, and the other, such as Anderson's, which is intended as a mere text-book alone. In the former, the pupil is required to read with sufficient care and attention to be able to answer the questions in the margin which refer to the paragraphs by number. This method supposes a degree of intellectual development which is not found in the mass of pupils at the age at which we put these books into their hands; and the difficulty experienced by teachers in endeavoring to draw from their classes satisfactory recitations gave rise to the second kind. In this, each question is furnished with a specific answer—an arrangement which relieves the pupil of the labor of selecting, which was found too difficult for him; but in *both* the principle is the same; the pupil is required to commit to memory a certain number of answers to the same number of questions. Of course, it is the intention of the author to construct such questions as shall test the knowledge of the learner concerning the particular point of history under consideration.

Now, in order to be truly effective, each question should bear such a relation to the substance of the required answer that there need be no excusable hesitation in regard to what is meant. In such questions as, "What were the terms of the Missouri Compromise?" "What were the principal events in the administration of President Madison?" "What occasioned the Mexican War?" etc., the answers are of such direct value that the labor of committing them to memory is well paid for by the solid knowledge acquired. But such questions as, "What can you say of a certain person or event?" "What further can you say of him or it?"—and they abound in books of this kind—are of too *general* a nature to be worth having their answers committed to memory. The vagueness of their application make them more difficult to answer than the more particular ones I have given examples of and which may require categorical answers.

Any experienced teacher will bear me witness that a majority of

pupils who have been accustomed to recitations of this character will commit to memory three or four whole pages of condensed matter with ease, while at the same time they could not enunciate in their own words three distinct propositions contained therein if their lives depended upon it. The nature of the question, giving no clue to what is required, forces the learner to rely upon the words of the book; and although any teacher would prefer the *idea* in the pupil's own words, yet, as the language of the book is never rejected, the pupil is tempted to avail himself of the *laziest* method, which is to memorize the words—for an act of the judgment is a higher order of intellectual effort than an act of memory. Such children frequently ask the number of the paragraph which contains the answer, and will recite it *verbatim*, without the least regard to the question upon which it is intended they shall depend. They would rather *memorize* and *repeat* a *page* than *think* a *line;* rather memorize and repeat a complex sentence, with all its paraphernalia of adjuncts, than undergo the mental labor of selecting the simple subject and predicate which give vitality to the whole.

There is another kind of question which abounds in books constructed on the catechetical plan. I will quote a few examples from "Anderson's School History of the United States," certainly a *good* book of its kind; the subject is the causes of the Revolution: "What proposition did the British Ministry make under the circumstances?" "What measure was accordingly adopted?" Now as the last question elicits the fact that the Stamp Act was passed, there can be no necessity for a formal question concerning a proposition to that effect, when there are no circumstances in relation to that proposition which need teaching. It would be just as useful to ask if the proposition had been entertained; and then if it had received any support. To each of these a formal answer could be constructed, and each would be as difficult to memorize as the single answer which directly contains all the *real* information besides the rest by inference. "What effect did the enactment of the stamp act have upon the minds of the colonists? What effect did its repeal have on their minds?" are questions of a like character, and the fault consists in compelling an effort for that which could be incidentally attained without it.

If the stock of useful knowledge attainable were so limited that

it needed but little labor to attain it, or if when the pupil leaves school he is furnished with a proper share of such information as is acquired by mere memorizing, there would be no necessity for being so critical in the matter. But it is not so. There are many things in each branch of science which need to be memorized in order to make the pursuit of it attractive to the common mind.

The person who has a knowledge of the outlines of history and the dates of principal events, and the memory almost alone is concerned here, finds the study of history an alluring pleasure. How many are deterred from pursuing the study of some branch of natural science by the technicalities which are so easily memorized in youth, but which in later life are found so irksome to remember. Spelling, the tables of arithmetic, the elements of the planets, the nomenclature of chemistry, the technical names of botany, the dates of great eras in history, are examples of stepping-stones to science which the memory alone can construct. The study of history, perhaps, more than any other study pursued in school, is of a character which owes its principal—I may say its *intrinsic*—value, not to the possession of the knowledge acquired, for that, when compared with what it is desirable to know of general history, is very small; but to the creation and fostering of a taste for historical reading. It is, or should be, rather a means than an end, and as such those things only, as far as practicable, should be memorized which are not to be attained without such labor, and which it is desirable to use through life. I do not say that nothing else should be learned in school, for besides assigning what is to be merely memorized the vital part of history should certainly be taught; but to compel a pupil to memorize the heavy garb in which the ethereal idea is dressed is a waste of the energy employed in the act of memorizing. The narrative of history should live naked in the pupil's mind and not be embalmed in cerements of words. To give him the power to so clothe the insensible idea as to make it apparent belongs to another branch—the art of composition.

These are little things, but every science is made up of little things, and genius is often a name for attention to them. In this respect the art of teaching is no exception; nothing is so little as to be unworthy the attention of the teacher. The objections which I have urged may not trouble the transient teacher of a term, but

I am confident they will claim the consideration of every teacher who bears the responsibility incident to and inseparable from the permanent teaching of successive years, to whom tens, perhaps hundreds, may point in after life and say "my education depended upon him."

Memory is valuable only so far as it leads to right reason and a proper use of facts. The mere power of committing is of little worth without the ability to use what the memory retains. Every faculty should receive its due proportion of care, but if any one be stimulated above the rest that one should not be the memory. The activity of the perceptive and reasoning faculties in children is one of the most favorable circumstances incident to the business of the school-room. It is easy to see how the action of these faculties may be wasted. The most simple act of reason consists of several apprehensions and several comparisons. To apprehend and to compare require individual efforts. A train of reasoning multiplies these efforts, and if we employ a long argument to reach an axiomatic proposition we certainly do waste these very precious materials. The commonest notions of justice require that the magnitude of the benefit derived from an outlay of energy should bear a reasonable ratio to the number and strength of the efforts made to attain it. He would not be accounted a skillful engineer who should assign a ten-horse-power engine the task of lifting one pound through one foot in a minute. It would be a waste of power; and to compel a pupil to make ten efforts when one would suffice, is an analogous waste.

One would suppose that in introducing a young learner for the first time to the subject of adjectives, it would be sufficient to show that there is a class of words which express quality and then tell the technical name of this class. The object attained here is the exceedingly simple one of directing the attention of the learner to the *use* made of certain words—a mere apprehension and nothing else. In Greene's Smaller Grammar no less than ten questions are proposed, calling for as many distinct apprehensions to arrive at the same result. If, now, the point were any better understood, the nine extra efforts might be paid for; but this is not the case, since the mind can entertain nothing simpler than a mere apprehension. It is true that some of these questions are intended to elicit the

additional idea that the *name* of the quality is a different thing from the *quality itself*. But since words alone are under consideration, we should not take it for granted that every learner will fall into the error of confounding the name of the thing with the thing itself. In fact, that which was before easy is rendered difficult by excessive simplification. Very few children need to be taught the difference between the word "bread" and the substance. It is well to guard against such error in the few who might fall into it; but it is not well to suggest a source of error to the many who, in all probability, would never have made any such mistake.

This is only an example of misapplying and carrying to excess the excellent system of object teaching. Teachers who tell and explain too much are generally led astray by the plausible notion that they are imitating Nature; but Nature is very dogmatic in her style of teaching. If it were necessary to explain the nature of prepositions to children before they could use them, they would have to do without them. But children do learn to use prepositions very accurately before they are old enough to go to school, and it is much more difficult to learn how to use them than to learn that they form a distinct class and have a general name. Nature teaches all this dogmatically; and this is not all, she teaches them to compare and to deduce in the same way. Any child three years of age will, without the slightest difficulty, supply the major premise of a syllogism when certainly it could derive no assistance from the study of logic. Where then is the utility of investing those things which only need telling to be understood with factitious difficulties which do not belong to them? If the teacher approaches his subject with too much caution, he inspires in his pupils fears of meeting difficulties which those very fears create.

In arithmetic it has become the prevailing fashion to teach the reason for every step, even in the very rudiments. This would be right if it were done when the mind is fitted by strength and familiarity with numbers to see the reasons easily and without much effort; but when we explain at the commencement that which the pupil understands with difficulty at first, but with ease afterwards, we waste the energy of the faculties concerned in reasoning. After a pupil has become quite familiar with what I will call the mechanical process of dividing one number by another, he will find it much

less difficult to understand the reasons for the several steps in the operation than if these had been explained at first. The theory of such hyper-scientific teaching runs thus: "Knowing the *reason* of each step shows the *necessity* of it, and thus helps the learner to remember the mode of operating;" but in *practice* the great mass of learners will readily learn to operate with facility and accuracy at a time when they are totally incompetent to understand the reason at all. The fact is, the notion generally entertained, that the nature of the subject taught should determine whether synthesis or analysis should be employed, is a fallacy. The *grade*, and not the *nature* of the subject, should tell us whether we should teach synthetically or analytically. Primary teaching should depend, principally, upon analysis; advanced teaching upon synthesis.

Youth is the time for impressions. Whenever a young mind comes in contact with a mature one, it receives impressions unconsciously. If this is true, and none will deny it, under ordinary circumstances and upon casual contact, much more and in greater degree will it be so in the case of teacher and pupil. The relation between them is a close one; it is necessarily so. The daily business of the school-room acquaints the teacher with all the weaknesses as well as the capabilities of his pupil's mind. The government of the school and the discipline of the class-room familiarize him with all the blamable as well as the laudable traits of his pupil's character.

He whose daily task it is to train into intellectual vigor the imbecilities, and give direction to the capabilities of his pupil's mind—to foster the impulses for good which may be too weak, and curb and condemn the tendency to evil which may be too strong, possesses a moral influence which it is his duty to exercise, and which he should not waste by indifference, inattention, or erroneous notions concerning its employment. Because it is not allowed to introduce the catechism into school, many teachers imagine they are on that account relieved of all responsibility in regard to this important matter; that it, therefore, becomes their duty to steer wide of any line of conduct that may have a direct bearing on the morals of their pupils. This idea occasions a great waste of moral influence. Many of us would be willing, indeed, would find it agreeable to preach a half-hour sermon three times a week, when we should

dread the labor of attending to the details of that practical circumspection over the conduct of our pupils which is so plainly and unquestionably a part of our duty. It is easier to preach than to practice, but sermonizing does not belong to the school-room. It is our mission to teach morality rather by example than by precept—rather by practice than by theory.

We can show the necessity of truth by holding it up in practical examples as the great feature which distinguishes the respected from the despised. We can exhibit the meanness of deceit by unveiling the cowardice which any instance of it will furnish us. We can make manifest the beauty of charity by practicing it ourselves, and by inciting our pupils to practice it towards each other. In this we shall be afforded opportunities in plenty by the many who are ever prone to put the worst construction on any circumstance that may cause a classmate to be suspected. We can make them sensible of the wickedness of revenge by taking especial pains to exercise forgiveness every day; and if we have a class of *mortal* children to deal with, we shall not be troubled to find opportunities. If among the pupils committed to our care we notice one whose moral condition seems to need especial attention, we may be sure that there are reasons for his moral obliquity—reasons which are external to him. In almost every case he will be found a victim to unpropitious circumstances from his birth. He may be incited to falsehood by direct example at home, or he may have become habituated to this pernicious and debasing vice by a species of family government which is *very* common. His associations may be such as to give his ambition a wrong direction. His parents may allow him to run in the street, perhaps at night.

In all these cases, and others, which any of my hearers could dwell on with more fluency than I, it is utterly useless to preach about the enormity of lying, the danger of associating with vicious companions, or the wickedness of throwing away precious time in idleness. The physician who should acquaint his patient with the nature of his disease and thoroughly impress him with a sense of the danger attending it, without placing the remedy in his hands, would present an analogous absurdity. Better the remedy without the knowledge than the knowledge without the remedy. The teacher has within his reach a means more strictly professional, more laborious, more indirect, perhaps, but not less efficacious.

In the case supposed he should concentrate his whole efforts on *that one*. It is impossible to attend efficiently to many at once. It is necessary to individualize. Different cases require different treatment. If he study this one case, he will find that his subject possesses all the good qualities vouchsafed to humanity—occult because dormant; and that the abuses which deform his character are rendered salient by their *intensity* and not by their *number*.

One bad habit alone, such as running at large after dark, not unfrequently is the direct cause of every discernible vice. In such a case it is not sufficient to inveigh against it and secure the coöperation of the parents to prevent it. The *professional* part of the teacher's duty only begins here. Anybody could do as much as that. The teacher must not waste the knowledge of his pupil's characteristics which he has attained, or ought to have attained, in the school-room. Here is a boy as full of activity as his skin will hold; he must use it or it will kill him. It is his teacher's professional duty to thoroughly interest him in some *one* branch for which he has a decided talent.

I believe each of us could fix our mind on and name at least *one* pupil who needs the particular attention to which I refer. Now my experience emboldens me to aver that among the whole, if collected, not a single individual could be found who does not possess at least some *one* talent that may serve as a foundation for a real, practical, perceptible, and immediate reformation. More than ninety per cent. of them have talents or decided taste for *several* branches; but I do not believe that *one* could be found entirely destitute of any. His specialty may be Arithmetic, and this is more frequently the case than any other; or it may be a taste for Map-Drawing; or an aptitude to excel in Spelling; or a talent for History or Grammar—very rarely the latter, however; but whatever it be, it should be the aim of his teacher to interest him and make him excel in that alone.

It will prove the first impulse that overcomes the inertia of his ambition; the application of further force will impart motion, and by selecting such branches as are most congenial or least repulsive to the subject his ambition will acquire sufficient momentum to move of its own accord. *Then* if he be debarred from running at large, he will find resources within himself; his mind will have a channel

to run in; school business will occupy his attention; restraint will not be irksome, and the cure will be radical. But he will need delicate handling; he will occasionally relapse; he must be liberally praised and frequently encouraged; and *above all*, he must be kept in total ignorance of the efforts being made for his immediate benefit and ultimate happiness; for if he becomes aware that his teacher and parents are conspiring to secure his future welfare, a spirit of opposition will be aroused within him which will materially increase the difficulties to be encountered and overcome. So perverse is human nature!

Habits of order, industry, and attention to business have much more to do with morality than many people imagine. A distaste for steady application and patient toil is the *direct* cause of nearly all the sin that is committed.

Far be it from me to judge my brother so harshly as to impute all his errors to his heart. If I am *too* lenient, there is a tribunal from which he cannot escape. Let the business of the school-room be so conducted as to foster these useful habits. The teacher's *directions* should preside over the *study* as much as his *presence* over the recitation. It has more to do with moral influence than those will acknowledge who do not like to take the trouble.

These are no fanciful notions. I have been led into them by experience; I have been confirmed in them by observation; and I *earnestly* believe that this method is proper in spirit and efficient in fact.

I do not decry wholesome admonition. It may be serviceable occasionally to give expression to a moral axiom; but I protest against allowing these to constitute the whole, or even the major part of our duty. I protest against the waste of the golden opportunities which the possession of this influence furnishes.

There should be no ostentation in the exercise of this influence; no feigned indignation at a real wrong, and no exaggeration of feelings really entertained. It were better to wink at a slight impropriety than to condemn it in words stronger than the occasion compels the heart to feel. The pupil must not have reason to believe that his teacher applauds or condemns merely as a matter of duty. That teacher's influence has been terribly wasted whose sincerity is doubted with reason by any portion of his class. It is

a great thing to be educated, but it is greater to be good. Better virtue with ignorance than vice with education.

The appreciation of the importance of this influence is general, perhaps universal, among the people of the State; and a highly laudable anxiety concerning it is the foundation of nearly, if not quite all, the opposition which our public school system meets with. Since conscientiousness alone dictates this opposition it is deserving of the most earnest and respectful consideration. We must not *waste* this power for good, and if we *use* it, we should have a definite understanding as to the manner of wielding it.

I would not presume to offer even an outline of a subject whose consideration demands a combination of the largest experience, the greatest ability, the purest conscientiousness, the highest independence, and the most exalted liberality.

I have endeavored only to direct attention to some of the *means for moral improvement* which circumstances place in our hands and which certainly *are* wasted if they are not used.

REGULATIONS FOR A PUBLIC SCHOOL.

REQUISITIONS.

1. SCHOLARS are required to be punctual.
2. To bring written excuses for absence, tardiness, or dismissal before the close of school.
3. To present themselves at school in a neat and cleanly condition.
4. To remove hats, caps, and bonnets on entering the door.
5. To scrape their feet on the scraper, and wipe them on the mats.
6. To close doors softly, and step lightly in passing over the floor.
7. To be responsible for the condition of the floor nearest their own seats.
8. To place carefully in the desk all books, slates, and papers before dismissal.

PROHIBITIONS.

1. Scholars are forbidden to whisper.
2. To eat or chew anything in school hours.

3. To throw waste paper, pens, or anything whatever, on the floor.

4. To meddle with the contents of another's desk.

5. To go out at recess after having been out singly.

6. To use profane language, or *low*, *coarse*, and *slang* expressions.

7. To call scholars *nicknames*, or resent insults by fighting on the school-grounds.

8. To throw stones about the neighborhood of the school-house.

9. To mark cut, scratch, or otherwise deface, any part of the building, fences, or out-buildings.

RULES OF THE GRAMMAR ROOM.

1. Pupils are required to stand while speaking to a teacher.

2. To take the second position when passing to and from recitation rooms and seats, and in passing in and out at recess.

3. To raise the right hand as a request to speak.

4. To raise the left hand for permission to leave the room.

5. To show one finger when a pen-holder is wanted, two when a pen, and three when a copy is required.

6. To have a pen-wiper.

7. To have a sponge for cleaning slates.

8. To have slates muffled.

9. To remain at the doors, when tardy, until they are opened by the monitor, at the change of classes.

10. To present an excuse when tardy, at the teacher's desk, before taking their seats.

PROHIBITIONS.

1. Scholars are forbidden to use blackboards without permission.

2. To run down the staircase.

3. To engage in noisy play, or loud conversation in the study room, during recess or intermission.

A GOOD book and a good woman are excellent things for those who know how justly to appreciate their worth. There are men, however, who judge both from the beauty of their coverings.

HINTS TO PARENTS.

OUR journal has been filled with hints to teachers; but few have thought of giving advice to *parents*, who are the *first* teachers of children, and who ought to be the *best* teachers. We extract the following from some educational tracts and pamphlets forwarded to us by Miss M. E. Jones, of London, England:

1. Parents, bear in mind that children are great imitators; what they see done they will be sure to do; be very watchful, therefore, over your own conduct; act as you wish your children to act, and be steady, honest, and truthful. Children can never be well brought up, unless parents set them a good example, and agree between themselves on a proper plan to be followed with them.

2. The proper management of children should begin very early. A wise mother will seldom let her baby have what it cries for. Even if she thinks it good for the child she will wait until the cry is over, and so show that the cry has not gained anything. Experience proves that this plan, whilst very good for the baby, prevents also much of the noise which often makes a husband's home disagreeable. The same rule, of course, applies to older children—nothing should be gained by crying, or yet by *teasing*—when No or Yes has been once said, there should be no change.

3. Children are far more easily governed by love than by fear—it is God's way of governing; but at the same time they must obey. If parents let children have their own way they are soon ruined. Habits of obedience are easily obtained, if parents begin early and act steadily and with proper decision; but when children are young they are too often made playthings of, and not required to do as they are bid—the consequence is, habits of opposition and disobedience; these must be overcome as they grow older, and even punishment must be used, if necessary for *that* purpose. Perhaps one of the best punishments is to send a child to bed, however early in the day, and keep it there; but whipping must not be withheld if a child has become disobedient. It is a proof of good management when children require very little punishment; and it is cruelty in parents so to spoil their children when young as to make harsh treatment necessary afterwards.

4. If you want a child to act rightly you must make him do what is right. Habits are formed by repeating the same thing often. The same truth applies to things that are wrong; therefore, if you have unfortunately a child inclined to be passionate or sulky, every time he is provoked into a passion or made sulky, the habit is strengthened; great care should in consequence be taken to avoid these passionate or sulky fits. "Fathers, provoke not your children to wrath," is the language of the Bible, a book which gives the best rules for parents to act upon. If, however, the fit cannot be prevented, it should be conquered, and not given way to.

5. Children are seldom made better by much scolding. It is generally wiser to dwell on what is good than to talk of what is bad—thus "to overcome evil with good." Do not give many directions to your children; give them in a quiet tone of voice, and confine them as far as you can to something they are to do or not to do. Take care and consider before a direction is given whether the child understands and can obey it; and after it is given see yourself that it is carried into effect. Children should not be allowed to stand about listless and idle; parents should either find something to occupy them, or encourage them to play.

TAKE NOTICE.—We shall give in the first number of Vol. 2 a valuable article on "Africa and the Discovery of the Source of the Nile," by one of the first scholars in the State, to be followed, we trust, by other geographical papers which no teacher can afford to be without. This article was designed for the present number, but we found nothing in the long discussion of "Waste in the School-Room" that we could leave out, and rather than divide it we postpone the publication of this paper.

We shall also in the next number give the first of a series of articles on the Constitution and Government of the United States, prepared by a legal gentleman of the interior who takes a deep interest in the educational matters of California.

When *will* the time come for THE TEACHER to contain fifty pages!

MAPS.—H. H. Bancroft & Co. have sent us a Map of the Humboldt Mining Region, which contains just what everybody who owns or expects to own "feet" there wants to see. We notice there are already a large number of cities laid down on it—Star City, where our Contributing Editor Mr. Dunne holds forth, Paradise City, which should be a desirable place to live in, Humboldt City, and a host of others.

THE SACRAMENTO COUNTY INSTITUTE—Was held on the 11th, 12th, 13th, and 14th of May, and was both pleasant and profitable. The number of teachers in attendance was not large, but each one there took hold in earnest and did [illegible] buying for children toys easily broken—it gives bad habits. A slate and pencil, a strong doll, or wooden bricks; or in the country, a wooden spade, wheelbarrow, etc., are far better.

10. Parents should encourage their children to make little presents to their sisters and brothers on their birth-days, and have a money-box in the house where they may put their pence and save them for these and other useful purposes.

11. When children ask questions of their parents, it is a sign their minds are at work: they are thinking, and this is very useful to them. The great object in dealing with such questions should be to make children think more. They should never be told what they can find out for themselves; and even what they cannot find out should not be told hastily, as this satisfies their curiosity, and their minds cease to be at work.

12. If a mother has not full time to attend to her young children, or is not able to teach them herself, good infant schools are very much to be recommended; and where there are no infant schools such children should be sent to the schools for older children as early as they can be received. Punctual attendance at school is very important. Parents, by being particular in this point, cultivate a sense of duty in their children, and help to form the habit of punctuality. A child kept at home loses its place in the class, it is often put very far back, and its progress is in consequence much interfered with. Parents should often ask their children what they learn at school, and show an interest in what they are doing. They should also be very particular that their children play in the streets as little as possible, and that they do not get into bad company. When work is given by the teacher to be done at home, parents should take care it is attended to. They should remember that the time given to learning at school only occupies thirty hours a week out of the eighty-four hours of day-light, and that, in consequence, the teacher cannot accomplish much unless help is given at home.

HINTS TO PARENTS.

Our journal has been filled with hints to teachers; but few have thought of giving advice to *parents*, who are the *first* teachers of children, and who ought to be the *best* teachers. We extract the following from some educational tracts and pamphlets forwarded to us by Miss M. E. Jones, of London, England:

1. Parents, bear in mind that children are great imitators; what they see done they will be sure to do; be very watchful, therefore, over your own conduct; act as you wish your children to act, and be steady, honest, and truthful. Children can never be well brought up, unless parents set them a good example, and agree between themselves on a proper plan to be followed with them.

2. The proper management of children should begin very early. A wise mother will seldom let her baby have what it cries for. Even if she thinks it good for the child she will wait until the cry is over, and so show that the cry has not gained anything. Experience proves that this plan, whilst very good for the baby, prevents also much of the noise which often makes a husband's home disagreeable. The same rule, of course, applies to older children—nothing should be gained by crying, or yet by *teasing*—when No or Yes has been once said, there should be no change.

3. Children are far more easily governed by love than by fear—it is God's way of governing; but at the same time they must obey. If parents let children have

---

[For Declamation.]

THE UNION.

BY OLIVER WENDELL HOLMES.

Has our love all died out? Have its altars grown cold?
Has the curse come at last which the fathers foretold?
Then nature must teach us the strength of the chain,
That her petulent children would sever in vain.

They may fight till the buzzards are gorged with their spoil,
Till the harvest grows black as it rots in the soil,
Till the wolves and the catamounts troop from their caves,
And the shark tracks the pirate, the lord of the waves;

In vain is the strife! When its fury is past,
Their fortunes must flow in one channel at last;
As the torrents that rush from the mountains of snow,
Roll mingled in peace through the valleys below.

Our Union is river, lake, ocean, and sky,
Man breaks not the medal when God cuts the die!
Though darkened with sulphur; though cloven with steel,
The blue arch will brighten, the waters will heal!

TAKE NOTICE.—We shall give in the first number of Vol. 2 a valuable article on "Africa and the Discovery of the Source of the Nile," by one of the first scholars in the State, to be followed, we trust, by other geographical papers which no teacher can afford to be without. This article was designed for the present number, but we found nothing in the long discussion of "Waste in the School-Room" that we could leave out, and rather than divide it we postpone the publication of this paper.

We shall also in the next number give the first of a series of articles on the Constitution and Government of the United States, prepared by a legal gentleman of the interior who takes a deep interest in the educational matters of California.

When *will* the time come for THE TEACHER to contain fifty pages!

MAPS.—H. H. Bancroft & Co. have sent us a Map of the Humboldt Mining Region, which contains just what everybody who owns or expects to own "feet" there wants to see. We notice there are already a large number of cities laid down on it—Star City, where our Contributing Editor Mr. Dunne holds forth, Paradise City, which should be a desirable place to live in, Humboldt City, and a host of others.

THE SACRAMENTO COUNTY INSTITUTE—Was held on the 11th, 12th, 13th, and 14th of May, and was both pleasant and profitable. The number of teachers in attendance was not large, but each one there took hold in earnest and did the best he could. County Superintendents Goodrich of Placer, Townsend of Amador, and Furlong of Sutter, were in attendance. Prof. Sibley of Folsom conducted the reading and spelling classes with great credit to himself and to the delight of everybody present. Rev. John A. Benton of Folsom, State Senator of Sacramento County, was present during the entire session of the Institute, and took an active part in the proceedings. Every public school teacher in this State owes Mr. Benton a debt of gratitude for his active efforts in the Senate last winter, in favor of the amendments to the school law. Mr. Benton gave one of the best lectures and lessons on elocution we ever listened to. The proceedings of the Institute were so fully reported in the *Sacramento Union* that it would be superfluous for us to go into details. The teachers of Sacramento County who attended went away fully satisfied with the Institute, and those who did not attend lost many valuable hints and teachings.

GRATIFYING.—We have already received cash for the county subscriptions for the second volume of THE TEACHER from the counties of Alameda, Humboldt, and Yolo.

LITTELL'S LIVING AGE, No. 1035—Contains a splendid article on Thackeray from the North British Review, besides poetry and other interesting papers. All who wish to keep familiar with what the best minds of Europe are doing, may find in Littell's Living Age just what they want. Weekly, six dollars per year; address Boston, Mass.

SCHOOL FORMS AND BLANKS.—The annual supply of official blanks has been furnished to County Superintendents by the Superintendent of Public Instruc-

tion. The blanks and forms sent are as follows: Statistical Report of County Superintendent, Financial Report of County Superintendent, Directory Report of County Superintendent, School Census Marshal's Report, Appointment of School Census Marshal, Public School Teachers' Report, Election Posters for August, Appointment of Public School Trustee, Trustee's Certificate of Election, Public School Teacher's Oath of Allegiance, Agreement between Teachers and Trustees, Trustees' Order Book, County Superintendent's Warrant Book. Any County Superintendents who have failed to receive these blanks, or who are in want of more, will address the State Superintendent, specifying what they want.

The American Educational Monthly—For April was received and taken to the Sacramento County Institute for the purpose of procuring subscribers. We left it on the table in the Institute room, and in half an hour it was carried off by some person or persons unknown—the very best proof of its excellence. We trust that copy will secure at least one subscriber for brother Schermerhorn.

School Law.—School officers will be supplied with copies of the new edition of the School Law as soon as they come from the hands of the State Printer. Possibly they may be received before this number of The Teacher makes its appearance.

Butte County.—There was a public examination of applicants for certificates to teach in the common schools of Butte County, held in the school-house, in Oroville, on Saturday, ninth of April. Members of the Board present: Isaac Upham, County Superintendent; S. W. W. Coughey, Thomas L. Vinton, and M. B. Potter. The following are the names of the applicants: Mrs. Ann C. Moore, Miss Elizabeth Wilson, Miss Helen Clark, Mr. A. Wright, H. T. Batchelder, Arthur G. Drake, W. Barnes, D. C. Dewitt, Samuel Comagys. The examination passed off pleasantly. By those present it was considered that the applicants, as a class, were the most intelligent that ever appeared before the Board.—*Union Record.*

Benicia.—The examination of the Benicia Collegiate Institute will be held on the second and third of June. We can promise all who may think of attending, a good time, for Mr. Flatt never disappoints an audience, and his pupils are not accustomed to failures.

Mortality of Books.—The tables of literary mortality show the following appalling facts in regard to the chances of an author to secure everlasting fame: Out of one thousand published books, six hundred never pay the cost of printing, etc., two hundred just pay expenses, one hundred return a slight profit, and only one hundred show a substantial gain. Of these one thousand books, six hundred and fifty are forgotten at the end of the year, and one hundred and fifty more at the end of three years; only fifty survive seven years' publicity. Of the fifty thousand publications put forth in the seventeenth century, hardly more than fifty have a great reputation, and are reprinted. Of the eighty thousand works published in the eighteenth century, posterity has hardly preserved more than were rescued from oblivion in the seventeenth century. Men have

been writing books these three thousand years, and there are hardly more than five hundred writers throughout the globe who have survived the outrages of time and the forgetfulness of man.—*Selected.*

TUOLUMNE COUNTY.—We are glad to learn that the Board of Supervisors have voted to increase the County Superintendent's salary (Mr. John Graham) ten dollars per month.

SCHOOL TEACHERS' OATH OF ALLEGIANCE.—We commend the following correspondence to the careful consideration of several school teachers in this State:

LOCUSTVILLE, ACCOMAC CO., VA., March 10th, 1864.

Gen. B. F. Butler—SIR:—My school has been closed since Christmas, because, as I understood the oath required of us, I could not consciously take it. Having heard since then that one of your officers explains the oath as meaning, simply, that we *consent* to the acts of the United States Government, and pledge *passive obedience* to the same, I take the liberty of addressing this to you, to ascertain if you so construe the oath. I cannot understand how a woman can "support, protect, and defend the Union," except by *speaking or writing* in favor of the present war, which I could never do, because my sympathies are with the South. If by those words you understand merely *passive submission*, I am ready to take the oath, and abide by it sacredly.

Very respectfully, MARY S. GRAVES.

HEADQUARTERS 18TH ARMY CORPS, DEP'T OF VA. AND N. C.,
FORTRESS MONROE, March 14th, 1864.

My Dear Madam: I am truly sorry that any Union officer of mine has attempted to fritter away the effect of the oath of allegiance to the Government of the United States, and to inform you that it means nothing more than passive obedience to the same. That officer is surely mistaken. The oath of allegiance means fealty, pledge of faith to, love, affection, and reverence for the Government, all comprised in the word patriotism, in its highest and truest sense, which every true American feels for his or her Government. You say, "I cannot understand how a woman can support, protect, and defend the Union, except by speaking or writing in favor of the present war, which I could never do, because my sympathies are with the South." That last phrase, Madam, shows why you cannot understand "how a woman can support, protect, and defend the Union." Were you loyal at heart you would at once understand. The Southern women who are rebels understand well "how to support, protect, and defend" the Confederacy, "without either speaking or writing." Some of them act as spies, some smuggle quinine in their under-clothes, some smuggle information through the lines in their dresses, some tend sick soldiers for the Confederacy, some get up subscriptions for rebel gunboats. Perhaps it may all be comprised in the phrase, "Where there is a will there is a way." Now, you could "support, protect, and defend the Union," by teaching the scholars of your school to love and reverence the Government, to be proud of their country, to glory in its flag, and to be true to its Constitution. But, as you don't understand that yourself, you can't teach it to them, and therefore I am glad to learn from your letter that your school has been closed since Christmas, and with my consent, until you change your sentiments and are a loyal woman in heart, it never shall be opened. I would advise you, madam, forthwith to go where your "sympathies" are. I am only doubtful whether it is my duty to send you.

I have the honor to be, very respectfully, your obedient servant,

B. F. BUTLER,
Major-General Commanding.

TO MRS. MARY S. GRAVES, Locustville, Accomac County, Virginia.

ANSWERS TO PROBLEMS.—We have been favored with several answers to the questions for examinations heretofore published in THE TEACHER. One partie-

ularly pleased us from the Sotoyome Institute at Healdsburg. Our friends, however, overlooked the fact that these questions are given to furnish them additional materials to work with, and that, as a rule, we have no special desire to publish the answers. It is impossible for us to undertake the task of returning manuscripts. It is better for our friends to retain copies than to increase our office duties by looking after and mailing again the documents we receive. We are under obligations to Mr. Thomas Ewing, of Lakeport, for a fine problem in geometry with its solution, which we should be glad to publish if the funds were on hand for making the figure necessary to the solution.

THE STATE NORMAL SCHOOL—Closed on the twentieth of May. Following is an account of the exercises on the afternoon of that day, which we take from the *Evening Bulletin:*

The closing exercises of the Normal School began at Dashaway Hall early yesterday afternoon. They were introduced by a dumb-bell drill, conducted by Prof. Robinson. The system of light gymnastics, so successfully introduced by this gentleman, is admirably conducive to the development of muscular strength without awkwardness, and especially adapted to the wants of girls and women either at home or at school. The exercise with the wands gives grace and freedom of motion; while the heavier exercise with dumb-bells can be used later for the purpose of giving greater muscular strength. No doubt the young ladies of the Normal School, who are well drilled in both exercises, find in them a source of mental exhilaration and physical health. Following the gymnastic display were further exercises in reading, which showed a laudable disposition to avoid the stilted, unnatural style of stage elocutionists. Miss Jennie Day—a grand-daughter of President Day, of Yale College—read a composition considerably above the grade of school-girl efforts. Miss Cummings read Holmes' "Wonderful One-Horse Shay" in a telling manner; and Miss Solomon read a dramatic poem with much expression. Miss Wade read a good composition. Mr. Hammond gave an original patriotic declamation, which showed him to be sound on the Union question; indeed, in all the exercises of the Normal School we were gratified to observe a strong under-current of patriotic feeling. Let the teachers of our children be true to our country, and we need fear no future rebellion. Both the readings and compositions were generally creditable in other respects.

At three o'clock Prof. G. W. Minns, of the High School, delivered an address to the Graduating Class, giving a sketch of the origin and progress of the State Normal School, and enlarging upon the mission, character, and requirements of teachers. The effort added to his well-deserved reputation as one of the best-informed, most thoughtful, and able lecturers engaged in the teacher's profession. Ahira Holmes, Principal of the State Normal School, delivered the diplomas to his class, with an appropriate address. John Swett, State Superintendent of Public Instruction, presented the class with the State certificates to which they are entitled by law. Rev. Dr. Bellows then addressed the school for upwards of half an hour in a strain of eloquence which will long be remembered by all who were present. His remarks were replete with thought and suggestiveness, compact yet elegant, and admirably suited to the occasion. He manifested a keen perception of the salient points in California scenery, society, and institutions, and alluding to the latter observed, that the Normal School was the best thing he had seen in the State. He expressed himself gratified at the high character of the free school system in this city. Alluding to the faults of our society, and the tendency towards masculinity which our women exhibit, he urged that the highest necessity of the State is culture.

Subsequent to the address of Dr. Bellows, the members of the graduating class presented their teacher, Mr. Holmes, with a beautiful silver goblet. Rev. Mr. Kittredge

closed the speaking with an eloquent address to the teachers of the graduating class, and this ended the Normal School exercises. The social reunion in the evening was well attended. The dancing was preluded with a calisthenic drill by about forty of the young ladies and three gentlemen, conducted by Prof. Robinson. This served to warm up the pupils for the more agreeable exercise of the quadrille and waltz, which was kept up till after midnight. It was an interesting sight to witness that gathering of the young persons who are fitting themselves to be, or already are, the teachers of the rising generation which is to enlarge the area of this metropolis, direct the commerce of a hemisphere, and control the destinies of a State whose population will number millions before this generation shall have passed the noon of manly vigor. If this had been a convention of three or four hundred politicians, to confer an undeserved public trust upon some expert manipulator of primary elections, hundreds of spectators would have been present, and the sayings and doings of the wonderful body would have been telegraphed hourly to every part of the commonwealth; but here were only the molders of the future intellect and development of California, and the lookers-on were few, the telegraph wires idle. But it is just so quietly that all the most momentous works are accomplished, and society in this but repeats the modest processes of nature.

We give below the names of the graduating class:

Miss Ellen S. Baldwin, Contra Costa County; Misses Victoria Beverly, Susie D. Carey, Jennie O. Day, Annie S. Jewett, and Lizzie Jewett, Santa Clara County; Misses Clara Cummings, Julia Clayton, Mary Goldsmith, and Eve Solomon, San Francisco County; Miss Ellen Grant, Nevada County; Misses Ariadne Kimball, Mary Goldsmith, Mary J. Norton, Jennie Smith, Margaret Wade, and Mary Williams, San Francisco; Miss M. Augusta Krauth, El Dorado Co.; Mr. Martin V. Ashbrook, Solano Co.

New Jersey State Normal School.—We have received from the recent Principal, Prof. Phelps, a copy of the Ninth Annual Report of the Board of Trustees, with his own ninth addition to the literature of the educational world. Like all of his previous reports this final one is very able, interesting, and valuable. In it Prof. Phelps presents *first*, a history of the Normal School movement in New Jersey, prior to the establishing of the Institution; *second*, a synopsis of what has been done, as recorded in previous reports; *third*, the results which have been realized through its instrumentality, as shown by its effect upon public sentiment and upon the school system of the State. The reports of Prof. Phelps furnish by far the best statement in all literature of what has been done in the Normal School movements of the century. His style is clear, forcible, easy; his theories are put forth with a confidence commending his own belief in their importance, and are then sustained by patient pains-taking, as shown so well in this last report, wherein are contained a host of letters, coming from every inch of ground in the State, one would think, concerning the success of Normal graduates. They seem to have had a big fight in the New Jersey Legislature about the State Normal School; but from a Trenton paper kindly sent us by a friend and just received, we learn the bill passed the Senate as it came from the Assembly, with the exception that the wiser senators struck out "one" and inserted "five" before the word "years," during which the Institution's continuance is certain. We regret that men won't last always; but the fact is teachers and professors are mortal, and just after reaching the top round they are apt either to get sick, or tired, or disgusted, and retire. So Prof. Phelps leaves the New Jersey State Normal School this year, and Prof. Hart of the Model School, it seems, is appointed as

his successor for the present. We wonder if the Board of Trustees ever heard of one Silas Betts whose executive abilities in carrying on a certain State Normal School on the Atlantic side as Vice-Principal were once understood to amount to something. *Quien sabe?*

THE NORTHERN MONTHLY.—*The Maine Teacher* has gone and got married, or it has become transfigured, and this handsomely printed magazine of seventy-four pages, Atlantic monthly fashion, is the result. Every Maine man in the Golden State—and there are hosts of them—ought to do himself the favor to subscribe for the numbers from the beginning. Brother Weston purposes to treat of national affairs, of Maine policy, historical matters, literary institutions, natural history of Maine, and of all other good things. Price two dollars per year; address Bailey & Noyes, Portland.

NEW YORK HOUSE OF REFUGE.—The Thirty-Ninth Annual Report of this Institution has been received through the courtesy of Mr. E. H. Hallock, Asst. Superintendent. An idea of the magnitude of the enterprise in which the Society for the Reformation of Juvenile Delinquents is engaged may be gained from the fact stated in the report that since the opening of the House in 1825, nearly ten thousand children have been received under its discipline. We regret that our space prevents the indulgence, in type, of many thoughts which are suggested by this report, but we have room still left to express our gratitude that there are men, like our friend Hallock, who are willing to labor in just such weary fields as this—among those who without their labors would have no friendly word from the great world.

THE VERMONT SCHOOL JOURNAL—For March, is a most excellent number. Hiram Orcutt, the editor, is one of the well-known educators of that State, and conducts *The Journal* in a manner creditable to the teachers of Vermont. We commend the *School Journal* particularly to the teachers in this State who hail from the Green Mountains, and ask them, for their own credit, to send a dollar in greenbacks, to the address of the editor, West Brattleboro, Vt.

SCHOOL REGISTERS.—The State has supplied a School Register to every public school, and it is evidently the duty of teachers under the law to keep them in the manner required. After visiting a large number of schools in all parts of the State and examining the records, we are compelled reluctantly to admit that in a majority of cases the registers are kept in a very careless and slovenly manner. Most teachers have ample time to keep their records with all the accuracy and neatness of book-keepers in business houses. Not many teachers would willingly submit their registers to their pupils as models of accuracy, neatness, and taste? In one school of an hundred pupils we noticed that during the whole term of five months, not a single monthly summary had been made out. Possibly there are teachers who imagine that the annual statistics are of no use. In this connection we commend the following on school records, which we take from "Wells' Graded Schools":

A judicious use of the Class Book, in which a record is made of the pupil's standing and progress from day to day, is one of the most important instrumentalities that teachers can bring to their aid in securing punctual attendance and an elevated standard of

scholarship and deportment. The consciousness that these elements of character and scholarship are permanently recorded, is an abiding and potent influence with every pupil who has not lost all self-respect and all regard for the good opinion of his friends. No other agency has yet been devised which is half so effective as this in preventing the necessity for resorting to corporal punishment in school. If a teacher created the necessity for corporal punishment, even in a single instance, he would be regarded as unworthy to retain his office. If he can, by a proper use of school records, lessen the necessity for punishment, and neglects to avail himself of this means, how much less culpable is he to be regarded? In the grammar divisions, the result of these records should, if practicable, be sent to the parent of the pupils at the close of every month. The salutary influence of these frequent reckonings with pupils, in the presence of their parents, cannot be over-estimated. In the primary division, also, these records should be made to bear directly and constantly upon the character and progress of the pupils. Frequent and pointed allusions should be made to them, for the purpose of stimulating exertion and checking irregularity. When several marks of misdemeanor have accumulated against the name of a pupil, he may be called to the desk, or detained after school, and warned of the consequences. When pupils pass an entire week, or other prescribed period, without a demerit mark, they may receive a mark of special credit. At the close of every day or week, the names of all the children that have not been marked for misconduct, may be read before the school; and at the close of every month, the names of those that have secured the highest rank in deportment may be printed on the blackboard. By these and other similar means, a gentle pressure of influence may be brought to bear at all times upon the children, which will serve as a substitute for more than half of all the corporal punishment that is now inflicted by teachers who have not learned the use of school records. Similar remarks might also be made respecting the records of attendance and scholarship, and similar lessons drawn from them, respecting the importance of obtaining the best results by the best means.

HAFNIA.—In answer to the first query in the March number of THE TEACHER, (p. 213) "Where is Hafnia, or what is it?" we have the following interesting geographical fact from Mr. George Brown of Pacheco: "Hafnia, or Copenhagen, is situated on the east coast of the Island of Zealand, and is the capital of Denmark."

MECHANICS' INSTITUTE.—The Fourth Industrial Exhibition, under the direction of the Mechanics' Institute of the City of San Francisco, will be opened on Tuesday, August 30th, in San Francisco. The prospect is that the exhibition will be the most attractive one ever seen on this coast. We trust as many teachers will attend as can make it practicable, since they will be aided in school-room work by seeing the hosts of new things which will be collected under the auspices of this excellent association.

PHYSIOLOGY IN SCHOOLS.—Sir John Parkinton, a well-known British statesman, in an address before the citizens of Birmingham, on the opening of a new Industrial School, spoke as follows:

The study of physiology and the laws of health are now attracting to an unusual extent the attention both of the public and of the British Government. A sanitary commission appointed to consider the application of the means of removing the causes of disease, which consist of draining, ventilation, warmth, habits of cleanliness, and temperance, and so forth, year after year reports that the application of such means was obstructed and all efforts rendered nugatory by the prevalent ignorance among all classes of the natural conditions of health. The government was, therefore, advised to introduce physiology into the common schools of the country, and a remarkable paper was drawn up and signed by sixty-five of the leading physicians and surgeons of Lon-

don, including the principal teachers of anatomy and physiology. in which are the following words: "We are, therefore, of opinion that it would greatly tend to prevent sickness, and to promote soundness of body and mind, were the elements of physiology in its application to the preservation of health made a part of general education." And here I may refer to the example of America. In no State has the educational system been more carefully or successfully matured than in Massachusetts, and among the general laws of public instruction passed by the Legislature of that State is an "Act requiring physiology to be taught in the public schools."

VENTILATION.—By the courtesy of our friend "Put" we are permitted to publish the following account of what the Boston folks are talking of, as contained in a private letter to him from one of the leading educational men in the "hub":

Some very interesting discussions have been recently held at the Educational Room on the subject of ventilation. At the first discussion Adams of Newton, Littlefield of Somerville, and Houghton of Dorchester argued that carbonic acid being heavier than air necessarily went to the bottom of the room; hence the bad air in a room was at the bottom and the best air was at the top of the room. In reply I argued that the carbonic acid gas from the lungs was warmer and consequently lighter than the external air, and hence it rose to the upper part of the room where, on account of the heat, it chiefly remained. I have not time to state the whole line of argument. D. C. Brown backed me up. We had a lively debate. The subject was reassigned for last Saturday. Meanwhile I determined to settle the question scientifically, if I could, as to where the bad air in a room mainly was. After some thought I hit upon a method which proved what I desired to prove. Lime water, or water in which lime has been dissolved, is the chemical test of carbonic acid. If one breathes for a few minutes into a tumbler of lime water the gas from the lungs unites with the lime in the water and makes the liquid as white as milk. I prepared some lime water. I obtained a pair of bellows, to the nose of which I fastened a piece of lead pipe. With this apparatus I performed my experiment in Mr. Dodge's room. The room was kept closed for an hour and three-quarters. I took my apparatus to the top of the room and with the bellows forced the air into the water. In a short time the water became white, proving the presence of carbonic acid, and therefore the air in that part of the room was not, as had been argued, pure. I then tried the same experiment at the bottom of the room, and found that notwithstanding that the room had been a long time closed and that thus a large quantity of gas had accumulated, there was much less of it at the bottom than at the top of the room. I also performed numerous experiments with another piece of apparatus, which cost me a good deal of labor and time, but which I cannot now take time to describe. Suffice it to say, that the results of my experiments strongly favored Robinson's system of ventilation. On Saturday last the subject came up for discussion. Mr. Robinson described his system, and I gave the results of my experiments. The teachers present seemed deeply interested in what was said and voted thanks to Robinson and your humble servant.

HARPERS' MAGAZINE—For May (No. 168), gives, among other noteworthy papers, the second installment of the uncompleted novel called Denis Duval—the work which Thackeray did not live to complete. We would call special attention to the advertisement of Harper in this number of THE TEACHER.

BOOK NOTICES.—The following new works have been received:

SORDELLO, STRAFFORD, CHRISTMAS EVE, AND EASTER DAY. By Robert Browning. Boston: Ticknor & Fields. San Francisco: H. H. Bancroft & Co. pp. 412.

We have here four poems from the pen of Robert Browning, whose mind runs in a channel of its own. The first we sat down to with a vigorous will, but

Sordello proved too much for us. There is probably a great deal of sense in it, but very little of it belongs to the genus *common*. We advise our readers not to attempt to find it. The second, Strafford, is a tragedy in which appear many historical celebrities, and which is well worth reading. The book, however, is valuable chiefly for the last two poems which are *worthy* of much study, but which can be at least partially and enjoyably comprehended without much genuine hard work.

SCHOOL ECONOMY: A Treatise on the Preparation, Organization, Employments, Government, and Authorities of Schools. By James Pyle Wickersham, A.M., Principal of the Pennsylvania State Normal School, Millersville, Pa. Philadelphia: J. B. Lippincott & Co. San Francisco: A. Roman & Co. pp. 366.

This is the first of a series, numbering four volumes, to be published covering all the ground as to educational affairs. In this book the author, whose experience and position entitle him to speak with authority, discusses school sites, school grounds, school grades, studies, and houses; the organization of the school, temporary and permanent; the employments of the school, including study, recitation, and exercise; the government of the school, and many other subjects connected with school economy. We have read it with considerable care, and regard it as a very valuable accession to our professional literature.

JANUARY AND JUNE. By Benj. F. Taylor. New York: Follett, Foster & Co. San Francisco: H. H. Bancroft & Co. pp. 281.

The writer of this little collection of essays has become well known in these war times by certain descriptions which he only could make. His pen moves easily along, and his prose, in many instances, is truer poetry than his rhymes. The pages before us seem to be a selection from the jottings down of past years —short, disconnected, but sometimes very eloquent. We think every one of our lady teachers would find something among these essays to please them. It would more naturally be expected that our quotation should be made from the pleasant paper that Taylor calls the "Grammar of Life," but we prefer the "Voice from the Past," that we first heard in the then notable "Knickerbocker Magazine" ten or a dozen years ago, and that has not been entirely forgotten since. Hear it with us again:

Walking "up the road" by the woods, the other evening, the music of the choir in the old school-house, came floating out into the darkness around me, and they were all new tunes and strange tunes, but one. And that one!—it was not sung as I have heard it; but it awakened a train of long-buried memories, that rose to me, even as they were ere the cemetery of the soul had a tomb in it.

It was sweet old Corinth they were singing—strains I have seldom heard, since the rose-color of life was blanched; and I was, in a moment, back again to the old village church; and it was a summer afternoon, and the yellow sunbeams were streaming through the west windows, and the silver hair of the old Deacon who sat near the pulpit, was turned to gold in its light; and the minister, who, we used to think, could never die, so good was he, had concluded "application" and "exhortation," and the village choir were singing the last hymn, and the tune was CORINTH.

It was years—we dare not think how many—since then; and "The Prayers of David, the Son of Jesse, are ended," and the choir is scattered and gone. The girl with blue eyes that sang the alto, and the girl with black eyes that sang air; the eyes of the one, were like a clear June Heaven at night, and those of the other, like the same

Heaven at noon. They both became wives, and both mothers, and they both died. Who shall say they are not singing Corinth still, where Sabbaths never wane, and congregations never break up? There they sat Sabbath after Sabbath, by the square column at the right of the "leader," and to our young eyes, they were passing beautiful, and to our young ears, their tones were the very "soul of music." That column bears still their penciled names, as they wrote them in those days in Life's June, 183–, ere the dream of change had overcome their spirits like a summer cloud. Alas! that with the old singers, most of the sweet old tunes have died upon the air; but they linger in memory, and they shall yet be sung again, in the sweet reunion of song that shall take place by and by, in a hall whose columns are beams of morning light, whose ceiling is pure pearl, whose floors are all gold, and where hair never turns silvery, and hearts never grow old. Then she that sang alto, and she that sang air, will be in their places once more, for what could the choir do without *them*?

THE NATIONAL ALMANAC AND ANNUAL RECORD FOR 1864. Philadelphia: Geo. W. Childs. San Francisco: A. Roman & Co. pp. 641.

We cannot better express our opinion of this book, while we give an idea of its character, than by indorsing what the publishers say in their circular:

The reader will turn to its pages in admiration of the enterprise and industry displayed in producing such an exhaustive and invaluable companion-book of reference for everything that concerns our country, its several States and Territories, their local institutions, and the governments, countries, and affairs of the whole civilized world. Almost every question that can be asked about officers, offices, governments, finances, elections, education, armies, navies, commerce, navigation, or any other public affair, at home or abroad, is answered in this volume of the Almanac. Of this matter there are over 600 compactly and beautifully printed pages. The book is a miracle of condensation. But what will strike the attention of the casual observer of its varied and interesting contents, is the rich store of information relating to the volunteers furnished by the several States to the army of the United States. Here are found names, dates, exact figures in detail of all the regimental organizations from all the States and Territories which, for the first time, spread before the eyes of the patriotic people of the country the particulars of the marvelous development of the military power of the United States during the war to crush the great Rebellion.

Then we have an invaluable record in the narrative of the events of the war, presented in a two-fold form: first, by tracing the operations of each of the great armies, and second, by noticing the events more minutely in their chronological order. Again, we find in a series of admirably arranged tables, detail results of the first year's operations of our new Internal Revenue system. These tables must be examined to be appreciated; and moreover they are not to be found in any other book, public or private. Opening the volume casually at another place, we find every particular of every vessel, with name, armament, tonnage, and whereabouts, of our magnificent navy. This minute particularity of information is carried through all the departments of the National and State Governments. The accuracy with which the millions of figures and names are given is wonderful.

INDUSTRIAL BIOGRAPHY: Iron-Workers and Tool-Makers. By Samuel Smiles, Author of "Self Help," etc. Boston: Ticknor & Fields. San Francisco: A. Roman & Co. pp. 400.

The character of this book will be best understood by the titles of some of its chapters. Besides "Iron and Civilization," "Beginnings of the Iron Manufacture in Britain," "Iron Smelting by Pit-Coal," "Invention of Cast Steel," "The Scotch Iron Manufacture," "Invention of the Hot Blast," and "Mechanical Inventions and Inventors," we have interesting sketches of the persons most concerned in the development of the processes described, as Andrew Yarranton, Huntsman, Cort, Roebuck, Neilson, Bramah, Fairbairn, etc. It is a first-rate volume for school-libraries.

LIBRARY, SCHOOL OF EDUCATION
To avoid fine, this book should be returned on
or before the date last stamped below

50M—9-40

AUG 27 '54
Interlib. loan

STANFORD LIBRARY
INTER LIBRARY LOANS

DATE

SEP FAC. 1955

FEB

370.5
C1582
v.1

Teacher
5802 v.1
NAME
DATE
5802
CUBBERLEY LIBRARY
THIS BOOK
DOES NOT CIRCULATE
THIS BOOK
DOES NOT CIRCULATE